



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF THE SECRETARY

Dear Friend of Education:

Better education is **everybody's** business. That's why we invite you to **get involved** and join our back-to-school campaign to improve student learning and strengthen our schools and colleges. With the sponsorship of the Partnership for Family Involvement in Education, we will launch *America Goes Back to School* in August and continue into October. The goal is to let the students of America know that everyone in their community cares about their education and is willing to help improve it.

It is well known that when families, educators, and communities work together, schools get better and students get the high-quality education they need to lead productive lives. That's why thousands of family, school, higher education, community, religious, and business organizations have come together, through the Partnership's leadership, to improve our schools and colleges and support family involvement in learning.

Education is about discovering in all students their special skills and talents and encouraging them to achieve to high standards. Education is also about teaching our children and young people basic American values. *America Goes Back to School* strives to uncork that world-renowned "American Ingenuity" that has characterized our country. For America to move forward and continue as a world leader, and for our communities to become prosperous and strong, we need broad community support and involvement.

America Goes Back to School encourages everyone—parents, grandparents, schools, colleges, civic, cultural and religious groups, concerned adults, and employers—to make a commitment to make education better in their community. President Clinton's Call to Action for American Education, enclosed here, gives us critical areas to address as we prepare for the 21st Century.

The enclosed packet provides information about how everyone can **get involved** in vitally important areas of education and let their community know how to get involved too. There are plenty of activities in which **you** can participate to make a positive difference. We encourage you to answer the President's Call to Action this fall and throughout the year.

Come on, AMERICA . . . let's go BACK TO SCHOOL!

Richard W. Riley
U.S. Secretary of Education

Tipper Gore
Family/Child
Advocate

Michael Keaton
Actor

Thomas Kean
President, Drew University, former
Governor of New Jersey

Lois Jean White
President, National PTA

Examples of Families and Schools Working Together to Improve Education

Families across America are pitching in to make their schools better and to help students achieve to high standards. Together with schools and communities, families are facing issues that concern all Americans, and they are coming up with some positive solutions from which we all can learn. In community after community, schools are working aggressively to meet the challenges that arise by reaching out to families, businesses, colleges, and the community. The following examples are models of partnerships that can be formed during *America Goes Back to School* and continue throughout the year.

Parents and staff team up for technology in Seattle, Washington.

At Lynndale Elementary School in Seattle, parents and staff formed a technology planning team to develop a computer lab that serves families who do not have computer access at home. The computer lab is open during late afternoon or evening hours to allow parents and students to explore current educational technology together. Throughout the year, the parents and staff on the technology planning team work together to raise awareness about using technology for teaching and learning, to find ways to network schools, and to raise funds for the purchase of software and equipment. The group continues to explore the possibility of home-school computer connections.

Security Dads on the beat in Beech Grove City, Indiana.

Fathers at Beech Grove City Schools in Indiana provide a visible male parental presence at school-sponsored sporting events, dances, skating parties, and other student-based activities. These Security Dads ensure proper behavior, evict troublemakers when necessary, and generally keep the peace. Fathers are recruited through a variety of means, including requests made at parent meetings, student referrals, and home visits. As a result of this effort, paternal involvement in school and in children's activities has increased, and student behavior at events has improved.

PTA reaches out to all parents in Mt. Vernon, Virginia.

Due to the determined efforts of the PTA president, the Mt. Vernon High School PTA grew from a dismal turn-out of 8-20 members per meeting to an outstanding 100 percent enlistment of teachers and a dramatic increase in the participation of parents and

students. Recognizing that parents want to be actively involved in areas that most directly affect their children, the president reorganized the PTA, created a new mission statement, established a parent council in each grade, and developed community resource teams to distribute monthly newsletters and to gather support from the entire community.

Back-to-school rally sets tone for partnership in Flint, Michigan.

This past year, Flint's back-to-school rally, a wildly successful event initiated by the district superintendent, began with a morning of cultural activities showcasing student work. A community parade led to the rally itself, which drew a crowd 10,000 strong. The back-to-school rally reflects a successful community partnership within a strong system of schools that extends learning time after school and into the weekends.

Teachers flip burgers and recruit tutors in Macomb, Michigan.

A fourth-grade teacher at Armada Elementary School in Macomb, Michigan, organized a back-to-school barbeque the Saturday before school began. This informal setting helped teachers and parents break the ice, and with community members in attendance, the event set a positive tone for the new school year. Parents and community members used the gathering as an opportunity to volunteer to be learning partners for students who need extra help during the year. "All it took were some hamburgers donated by the PTA and some gym teachers to flip them, and the school year started off on a great note!"

Students help students meet entrance exam in Illinois.

The Chicago Public Schools Bridges Program pairs high school students with eighth-graders who have failed the high school entrance exam required for entry into public high school. For six weeks during the summer of 1996, these eighth-graders received tutoring in math and reading from 25 Lourdes High School students, who drew upon skills learned in workshops as well as their own special gifts and talents. Because of the positive impact of this tutoring, the program continues throughout the school year.

Talking it up for literacy in San Diego.

At a large community meeting in the fall of 1996, San Diego, California, kicked off a year-long literacy effort. As a part of this effort, the school district conducted a series of focus groups to develop a consensus statement and criteria for student achievement in reading and writing. The school district used these discussions to make informed decisions about the adoption of language arts materials.

Coming soon to a neighborhood near you.

Instead of assuming that parents who don't show up at school are not interested, Buhrer Elementary School in Cleveland, Ohio, makes it easy for parents to get involved in their children's education. Teachers hold parent conferences off campus in places closer to students' homes. The school also holds "Block Parent Meetings" for those families who cannot attend school events because they live on the outskirts of the community and lack transportation. Block meetings, which take place every few months in a parent's home or nearby library, address parents' concerns and offer an opportunity to discuss school-related information.

Working with parents to help kids learn and prepare for college in Dallas, Texas.

Roosevelt High School in Dallas, Texas, makes a special effort to help parents understand what their children need to succeed in school and in life. The school invited parents to an evening class to review the state assessment instrument and to discuss the skills their children are expected to demonstrate on the test. Next year, staff will train parents to help students develop the skills necessary to apply for college, such as completing financial aid forms, obtaining references, and preparing for required standardized tests.

Mentor parents help teachers and parents work together.

Last year in Stockton, California, "mentor parents," trained at the district's parent resource center, spent 5,000 hours in the schools helping school staff improve family-school communication and parent involvement in their children's learning. Among other activities, mentor parents conducted four workshops on obstacles to parental involvement in schools, which included topics such as parents' own negative experiences with school and teacher bias, which may result from cultural or language differences among teachers and parents.

Examples of Employers Helping to Improve Education

Many employers will attest to how getting involved with their employees, the schools and communities has had a positive effect on their business. "Better Education Is Everybody's Business" is appropriately the motto of the Partnership for Family Involvement in Education. Some employers have developed local initiatives into nationally recognized activities. The following examples are models of partnerships that can be formed during *America Goes Back to School* and continue throughout the year.

Businesses make education their business in Bennington, Vermont.

To increase overall interest and active participation in the education of its children, the Bennington, Vermont, school district enlisted the aid of local business, religious, and community organizations. More than willing to offer their support, organizations such as the United Way, the Bennington Rotary Club, the Bennington Area Chamber of Commerce, Hemmings Motor News, and the Better Bennington Corporation take to heart the idea that "Better Education Is Everybody's Business." Hemmings Motor News encourages its employees to take scheduled time off with pay to volunteer in their children's school or in local academic activities. This organization has received accolades for its commitment to education and to the community.

Mattel, Inc. works "hand in hand" with schools.

Mattel instituted a school-related excused absence policy that encourages all employees to get involved in schools by providing 16 hours of paid leave during the year. In addition, the Mattel Foundation's has begun the "Hand in Hand" program in six??? cities across the country. As a result of financial assistance provided by this program, the Chicago public school system organized a Parent Summit with over 1,000 parents in attendance. In November, "Hand in Hand" organized "Take Our Parents to School Week" to encourage widespread participation in school activities and school reform initiatives.

Pizza Hut says BOOK IT!

This year, Pizza Hut has continued its sponsorship of the READ*WRITE*NOW! summer

reading and writing challenge by providing the U.S. Department of Education with 1.5 million pizza certificates to reward children who complete the program. Pizza Hut has also continued a long-term commitment to family involvement in children's learning through its BOOK IT! National Reading Incentive Program. The program, which rewards children for meeting their reading goals with praise, recognition, and pizza, encourages parents to become reading partners with their children. Now in its twelfth year, BOOK IT! reaches more than 22 million elementary school children.

ACT helps kids "realize the dream."

ACT and the National Career Development Association (NCDA) developed "Realizing the Dream," a program to involve parents in their teenager's educational and career planning. This program gives parents the knowledge, resources, and motivation to help their children make successful career plans. A workshop introduces "Realizing the Dream" to parents of middle school and high school students, and resource materials are provided to help families progress step-by-step through the career planning process over the following months.

GTE goes live for college for employee parents and their students.

The GTE College Planning Seminar is an all-day Saturday seminar that provides more than 3,000 employee parents and students with information on the college admissions process and how to obtain financial aid. The interactive teleconference originates from GTE's headquarters in Stamford, Connecticut, and is broadcast live to 40 business unit and office locations around the country for GTE employees. In some locations, the seminar is open to other community members as well.

Mobil Corporation "SAYS YES."

Mobil underwrites a train-the-trainer teacher training model that enhances the teaching of family math and science programs in 15 elementary schools in the Dallas Independent School District. Developed and delivered by the National Urban Coalition, the SAY YES curricula upon which teachers are trained is designed to be a fun, inquiry-based, hands-on, cooperative, and self-paced instruction. Over 120 teachers have been trained to instruct parents or responsible adults in family math and family science teaching technology.

Hewlett-Packard shares expertise.

Hewlett-Packard has recruited employees in sites across the United States to volunteer

as Hewlett-Packard Science Partners in 29 U.S. elementary school districts engaged in a three-year Hands-On-Science curriculum reform effort. In addition, Hewlett-Packard is recruiting 3,500 employees to serve as Hewlett-Packard E-mail Mentors to 5th- through 12th-grade students and teachers who are engaged in a variety of math and science activities.

IBM Corporation helps “reinvent education.”

Through “Reinventing Education,” an ambitious, \$25 million grant program in K-12 education, IBM has formed partnerships with eight school districts and two states interested in using technology to support their school reform efforts. Through their program, IBM will reach well over a million children and their families. IBM also has a number of family-friendly policies and programs, including the Individualized Work Schedule program, which gives employees flexibility with their work day; LifeWorks, IBM’s dependent care consultation and referral service, which provides employees with advice on their children’s education; and *Education Today*, a publication, supported by IBM and dedicated to helping parents become actively involved in their children’s education.

BellSouth rings bell for school technology.

The CEO of BellSouth announced the company’s commitment to provide Internet access and training to 4,000 schools across the Southeast. BellSouth will provide the schools a complete package that addresses every requirement for offering service--from school infrastructure, to technology, to curriculum and teacher training. Available to schools across the company’s nine-state operating region, the program will provide inside wiring kits, volunteer support for installation, equipment, staff, Internet accounts, and training videos. BellSouth expects to contribute 5,400 BellSouth employee volunteers to implement the project; \$25 million worth of BellSouth services; and \$600,000 in school grants from the BellSouth Foundation.

Workplace and school work together in Texas.

The Northeast Tarrant Chamber of Commerce, in partnership with the local schools, supports family involvement and promotion of education in the workplace. Employers host activities at area businesses and publicize them through education bulletin boards. Through the Texas Scholars program, local business leaders visit classrooms to encourage students to take challenging courses. In addition, seventh-grade students had the opportunity to go to work for a week at a local business this past June.

Examples of Community, Cultural and Religious Organizations Helping to Improve Education

Community organizations, including faith communities and cultural groups, can be a powerful force in encouraging family and community involvement in education. Organizations such as local churches, Boys and Girls Clubs, and museums already focus on families and children. By bringing the message of family and community involvement in education to the communities they regularly serve, these organizations can expand partnerships for education in new and unique ways that benefit families, schools and the community as a whole. The following examples are models of partnerships that can be formed during *America Goes Back to School* and continue throughout the year.

Chicago forms a Back-To-School Partnership.

An energetic staff member from the Chicago Academy of Sciences created a Chicago Goes Back to School committee composed of local members of the Partnership for Family Involvement in Education including United Airlines, the National PTA, Youth Guidance of Chicago, and others. These groups organized family involvement activities around a different theme each month of the school year. The first activity, in late August, was designed to help parents see that the “dreaded” science fair experiment can be fun and educational for parent and child.

Shiloh Baptist Church spreads its wings in the District of Columbia.

Shiloh Baptist Church in Washington, D.C., has developed several programs that coordinate the services a church can provide and that involve church members in serving the needs of the local community. In addition to adopting a local public elementary school, the church provides for a math academy for children staffed by parish volunteers, and with the neighboring Washington Hebrew Congregation co-sponsors a program for pre-adolescent boys. Through these projects, Shiloh Baptist promotes family and community involvement in support of children’s learning throughout the school year. Plans are underway to expand this effort by partnering with other community and religious organizations in Washington, DC.

Spalding University shows its spirit for schools.

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Spalding University, a Catholic university located in downtown Louisville, Kentucky, took the message of *America Goes Back to School* to the university community and beyond. The university began by forming a broad-based organizing group for their back-to-school kick-off, which featured a rally complete with buttons, balloons, and cheerleaders. High school students, college students, educators, parents, and local business leaders cheered on education at the rally. In addition, local, state, and national educators spoke on the value of community involvement and the need for families and communities to develop a long-term working relationship. Spalding University has formed a unique partnership with two Catholic high schools in the city, keeping the back-to-school spirit alive year-round.

Faith communities join hands in Jackson, Tennessee.

Faith communities in Jackson, Tennessee, came together in partnership to support children's learning in a very tangible way. In the third year of their program, 250 adults from 23 churches offered tutoring to 350 children each week. The program connects with the local school system through a homework hot line. Also, the faith communities have expanded the partnership to include local businesses which support and participate in the program. One of the program's founders enthusiastically champions such partnerships for their small price tag coupled with the big impact they can have on the life of a community.

United Methodist Church serves neighbors in Atlanta.

Grant Park Aldersgate United Methodist Church is located in a predominantly Hispanic area in the inner city of Atlanta. To meet the unique needs of the community, Grant Park Aldersgate created the Hispanic Outreach Center. Funding for this entity comes from the church through donations, and volunteers from the United Methodist Georgia Conference partially staff the center. With programs for both Hispanic children and adults, the center provides classroom space and education materials to maintain an after-school tutorial program that meets three days a week for students in grades K-6 and to operate a weekly program that teaches English as a second language to adult Hispanic women.

Religious leaders urge Arizona to go back to school.

An ecumenical group of religious leaders sponsored last year's "Arizona Goes Back to School." They have worked closely with public school and school board leadership on the local and state levels to organize a partnership between communities of faith and the public schools in Arizona. Religious leaders and public school advocates unveiled the

new partnership with an event honoring current and retired teachers from the Phoenix area for their work with local youth. The participating teachers remarked how rarely they and their colleagues receive such an honor and what a tribute it was not only to teachers but to American education.

National Council for Jewish Women sets table for partners.

The local affiliates of the National Council for Jewish Women work closely with schools in their communities to identify and address barriers to more effective home-school partnerships by convening teams of parents, teachers, and community members. Out of these team meetings grow customized activities that often result in a commitment to work together to ensure that local schools are the best they can be for each and every student.

Miami creates forum to discuss violence.

The Unitarian Universalist Society in Miami gathered prominent people in the community to serve on a panel to initiate a dialogue among parents, teachers, students, and high school counselors about the root causes of violence. This Conflict Resolution Symposium opened the doors of communication in their community on this important issue.

Lunch program at local church takes off.

First and Central Presbyterian Church, located in downtown Wilmington, Delaware, sponsors a series of lunchtime seminars for employees of area businesses, many of which feature the importance of being involved in children's education and the ways in which working parents can do this. Building on the seminars, the church, the school system, and the businesses involved decided to start an after-school tutoring program using the church facilities. The school system trains employees of area businesses and church members to serve as tutors.

Partnerships sprouting up in Detroit.

When leaders from the Interlochen Center for the Arts and the Boys and Girls Clubs of America met at an *America Goes Back to School* meeting last year, they decided to join forces to help provide arts workshops to Detroit children and youth. Interlochen is mobilizing its substantial network of area alumni to work with students at local Boys and Girls Clubs. Alumni also will offer performances and workshops at the new Museum of

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African American History in conjunction with the Museum's exhibit schedule and educational programming. Interlochen plans to work with YMCAs and the Detroit Institute of Art as well.

Utah Festival Opera Company sponsors contest for kids.

Upon each visit, the Utah Festival Opera Company (UFOC) Educational Ensemble asks students to create an original project, such as a picture, poem, essay, costume, or set design, based on the opera program they witness. During the school year, 25 students were chosen as winners and were awarded tickets to attend a UFOC performance of their choice with their parents. At the performance, the winning students and their families received a special tour of the theater and an opportunity to meet the artists. The Ellen Eccles Theater also displayed the winning entries in the lobby for the duration of the UFOC season.

Six thousand commit to Oakland 2000.

Six thousand people attended the "Oakland Goes Back to School" kick-off rally, which was planned by the city and school district of Oakland, California, to celebrate the start of a new school year and to highlight the commencement of Oakland 2000, a program to help preschool children be ready for kindergarten in the year 2000. The rally also focused attention on the district's technology plan, which includes a provision to connect all schools to the Internet, and on the development of the schools as community centers, an integral part of the city's Youth Policy Initiative.

Camp Birmingham kids tackle books by the thousands.

More than 1,700 children participating in Camp Birmingham, Alabama, read over 35,000 books during the summer of 1996 as part of READ*WRITE*NOW!, an initiative of the Partnership for Family Involvement in Education and now a summer component of the *AMERICA READS CHALLENGE*. In early September, the district held a rally to celebrate the summer's reading accomplishments and to kick off the new school year. The mayor issued a proclamation to commemorate "America Goes Back to School" week. Following the back-to-school rally, volunteers continued to sign-up, and coalitions held workshops and back-to-school seminars.

Maryland legislators go back to school with the arts.

In October, 1996, the *Maryland Legislators Go Back to School with the Arts* campaign took 78 Maryland legislators and many other leaders into schools to experience the vital

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role of the arts in education. The Arts Education in Maryland Schools Consortium, a statewide partnership dedicated to advancing the cause of the arts as basic to education, initiated the campaign. Legislators and other leaders viewed a video that outlined the contribution of the arts to academic success. They also participated with students in arts activities and shared what the arts have meant in their own education and life. Photos from the visits were presented to legislators, used in publications, and displayed in the Lowe House Office Building. The legislature later approved the appropriation measure supported by the campaign organizers.

Examples of State and Local Elected Officials Involved in Education

Elected officials can play an important role in encouraging families and communities to partner with schools to help improve education. From speaking out for education, to supporting existing programs, to launching education initiatives, elected officials can provide leadership, vision, and spirit to partnerships, both new and old. The following examples are models of partnerships that can be formed during *America Goes Back to School* and continue throughout the year.

Maryland becomes first state to sign on to the Call to Action.

At the impetus of Maryland Governor Parris Glendening and State Schools Superintendent Nancy Grasmick, the State of Maryland formally endorsed and joined the Partnership for Family Involvement in Education and President Clinton's "Call to Action for American Education." By joining the Partnership, the state has committed to a variety of actions to improve education, including: modernizing school buildings; setting high standards in all core subjects and participating in the president's fourth-grade reading and eighth-grade math testing initiative in 1999; helping every student to read well by the end of the third grade; and connecting every classroom and library to the Internet by the year 2000. In addition to the state's participation in the Partnership for Family Involvement, Governor Glendening and Superintendent Grasmick have announced a new collaborative effort of the Family Education Network, the State Education Department, and AT&T that will offer a network of school Web sites through which parents may access information about school activities, tips on completing homework, and details about financing a college education. The Web sites will provide e-mail services so that parents and teachers can communicate with one another. In addition, as part of a state partnership with federal agencies, the Social Security Administration expects to pledge the donation of 10,000 to 14,000 used computers to schools over the next three years.

Mayor and superintendent team up for positive change in Boston.

Boston Mayor Tom Menino and Boston Schools Superintendent Tom Payzant have built a strong partnership between the City of Boston and the community's public schools. Over the past two years, the mayor entered into a ground-breaking agreement with the Boston Teachers Union, increased capital expenditures by 225 percent, and created new "pilot" schools. Menino established a "Blue Ribbon Commission for Community Learning

Centers” and charged it with developing a master plan to renovate and construct state-of-the-art school buildings that are accessible to students, parents, and the entire community. The mayor, along with Superintendent Payzant and the Boston School Committee, have developed a comprehensive reform plan for the Boston public schools. In recognition of the high expectations that come with the city’s new learning standards, the plan establishes a credible baseline in the effort to restructure and to improve teaching and learning. Menino and the School Committee also launched “Read Boston,” an aggressive public/private partnership to ensure that all school children read at grade level by the end of the third grade. Read Boston, which serves as an *AMERICA READS CHALLENGE/READ*WRITE*NOW!* pilot site for the U.S. Department of Education, is a broad-based campaign to promote literacy throughout the community and to help families support the instructional experiences of their children.

Rockford to spend summer reading.

Mayor Charles Box of Rockford, Illinois, in partnership with Rockford Public Schools Superintendent Ronald Epps and the city’s public libraries, have launched a campaign to organize more than 1,000 volunteers and pair them with children to spend the summer reading. The City of Rockford and the Rockford Public Schools have signed on to President Clinton’s “Call to Action for American Education.” In particular, they plan to focus on the goal of helping all children read well by the end of the third grade. The Rockford effort, which is built around the *AMERICA READS CHALLENGE* and its summer component, *READ*WRITE*NOW!*, will match students in grades 1-3 who are not reading at their grade level with an adult tutor who will read with them for an hour, one day a week, at a specific school library or branch of the public library. Participating students also will be asked to read 30 minutes a day, five days a week, and obtain and use a library card.

State representative speaks up on partnerships in Florida.

During the summer of 1996, Florida State Representative Lois Frankel decided to hold an event to foster community involvement in her district’s schools in conjunction with *America Goes Back to School*. Working with Palm Beach County School District officials and Principal Penelope Lopez, she convened a community meeting at H.L. Johnson Elementary School in Royal Palm Beach. Johnson Elementary was chosen because of its success in attracting community volunteers. During the meeting, Representative Frankel spoke to parents, educators, businesspeople, and community leaders about the importance of family and business involvement in schools. Representative Frankel says

that the meeting provided an opportunity for school, business, and community officials to discuss the importance of partnerships.

State of the City in Fort Wayne speaks to literacy.

In his State of the City Address last year, Fort Wayne Mayor Paul Helmke announced the creation of a literacy commission. The commission includes parents, teachers, education experts, pastors, directors of literacy programs, and business leaders. During its first meeting, the mayor charged the commission with drawing up a literacy plan or vision for the Fort Wayne community. He noted that the vision should include recommendations for preparing children to learn by the time they enter school. He pointed out that while the area offers many literacy programs and services, they often are not coordinated and do not reach individuals in need. The literacy commission developed a resource guide to all of the literacy programs available in the area. After examining the current programs, the commission determined where there were gaps in service and made recommendations about how to fill them. In addition, the commission examined barriers to literacy and ways the community could implement a coordinated plan to overcome the obstacles.

Examples of Colleges and Universities Involved in Education

Institutions of higher education are playing an integral role in enhancing education in local communities across America. Many colleges and universities are introducing young people to a college education in the middle school and high school years. Other colleges are preparing teachers and students to use technology effectively. Clearly, postsecondary efforts can help students learn more and better and improve local education, generally.

College Reach Out Program (CROP)

The Florida program was started in 1983 to prepare and motivate students who are designated low income or educationally disadvantaged to encourage and enable them to enroll in and complete a postsecondary education. Students are recruited during grades 6-9. Postsecondary institutions in Florida provide tutoring, mentoring, parent workshops, and student visits to campuses. CROP has a \$2.4 million annual budget which supports activities for 7,000 students each year.

Early Identification Program .

This George Mason University program is targeted to 9th-12th grade students in three neighboring school districts. It offers a summer academic core program, reinforced through school-year tutoring, Saturday enrichment, and help with admissions and financial aid forms. Early in the process, parents know that they must participate in the program and that they will be full partners in the program.

Montgomery (Maryland) College .

In partnership with the county school system, Montgomery College runs summer academic enrichment programs for 3rd- through 12th-graders which are held on one of three college campuses in Maryland. Approximately 1,000 students attend one or more of the seven programs that include *New Directions*, *the Summer Student Writing Institute* and *Practical Preparation for College*. There is also a program called *Saturday Discoveries* offering one-day academic programs for honors students as well as a program called *Thinking Towards the Future* offering topics not covered by the school curriculum

Accelerated Schools Program .

This Stanford University program targets disadvantaged elementary and middle schools and tries to strengthen their school structure and core curriculum. It establishes peer tutoring, arranges for continuing education for teachers and emphasizes parent involvement in school learning activities. One hundred and forty public elementary and middle schools nationwide participate. The program is intended to promote organizational, curricular, and instructional strategies that contribute to increased expectations, greater confidence of at-risk students, more inspiring school experiences and increased empowerment of teachers and parents.

California Partnership

For 15 years, the University of California-Irvine, along with its partners California State University-Fullerton, Chapman University, Rancho Santiago Unified School District began the Student/Teacher Educational Partnership (STEP). Several programs operate under this umbrella including projects to strengthen the core curriculum, and to provide professional development for teachers, among others.

Mathematics, Engineering, and Science Achievement (MESA).

This University of California-Berkeley program operates 20 pre-college centers at colleges and universities across the state and serves approximately 14,000 students. The centers offer interested and talented elementary, middle, and high school students math and science enrichment through tutoring, study groups, academic and career advising, field trips, special summer programs, and scholarship incentives.

The New Jersey Mathematics Coalition.

Few projects focus on the math/science area as comprehensively as the New Jersey Mathematics Coalition based at Rutgers University. By drawing together all segments of the community--education, business, government and the public--the Coalition is a catalyst and coordinator of a broad effort to reform mathematics education. The Coalition has developed *New Jersey Mathematics Standards* that sets out a vision for the improvement of mathematics, science and technology education. It has also produced a widely admired booklet, *Mathematics to Prepare Our Children for the 21st Century: A Guide for New Jersey Parents*. The Coalition conducts summer institutes for K-4 mathematics teachers and conducts conferences on topics as diverse as the use of graphing, calculators and the teaching of AP statistics. April of every year is Math, Science and Technology Month, during which numerous events are featured that bring

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together educators, county coordinators, museum staff, and business/industry leaders to participate more than 200 events, including teacher workshops and student contests.

Loyola University of Chicago

Loyola University's Countdown and Science Power project uses interactive cable television to give Chicago families an opportunity to learn more about mathematics and science. Children work with "television teachers" -- including university faculty, elementary school teachers and, sometimes, an elementary school student to explore topics such as coordinate geometry, symmetry, color and water. During the hour-long programs, which are broadcast two evenings a week on the community access channel, approximately 30 children call in with answers. Math and science concepts are taught through direct instruction and experiments, and are reinforced through game-like activities. This broad partnership includes Loyola University's College of Arts and Sciences and School of Education, the Cable Access Corporation, the Lloyd A. Fry Foundation, state education agencies, and local public and private elementary schools.

Grand Canyon University .

In 1990, Grand Canyon University formed an innovative partnership with Westwood Elementary School with the help of a restructuring grant from the Arizona legislature. The purpose of the partnership is to integrate technology into the curriculum and also to provide direct interaction between Grand Canyon faculty and students and Westwood teachers. Grand Canyon faculty train Westwood teachers to use computers in the curriculum--to teach their students math, reading and spelling skills. The university places practicum students in Westwood classrooms, giving the college students an opportunity to observe excellent teaching models.

Alverno College.

At Alverno College (Wisconsin), the School of Education has implemented several critical improvements in its teacher education program. They have incorporated performance assessment across the curriculum so that future teachers will understand the power of assessment to support learning. Alverno students also help teachers in the Milwaukee Public Schools to integrate student performance assessment in mathematics, science, communications, and arts courses. The school of education has also increased its emphasis on the use of technology as a tool for learning. Students who are particularly interested in technology are designated "technology scholars." They work with public school teachers to support classroom technology applications. Alverno has also

revamped elementary and secondary methods courses to help students understand how to create integrated curriculum units that focus on students knowledge and their ability to apply knowledge in a variety of contexts.

Western Kentucky University .

The College of Education and Behavioral Sciences at Western Kentucky established the School of Integrative Studies in Teacher Education to acknowledge that academic content cannot be separated from the processes and methods of education. This initiative emphasizes interdisciplinary program development that blends effective teaching practices and course content. It has also underscored the importance of technology in teaching through a partnership with the Jostens Learning Corporation and an alliance with 28 school districts comprising the Green River Regional Educational Cooperative. The partnership will develop technology centers that give students hands-on instruction and practice in the use of instructional technology. Students will also learn how to select the technology appropriate to a particular course and how to integrate it into their lesson plans and assignments.

Examples of Using Extended Learning Before and After School to Improve Education

Keeping schools open longer--before and after school and during the summer--can turn schools into community learning centers, providing students, parents, and the community with access to valuable educational resources. Extended learning opportunities before and after school are a new priority of the Partnership for Family Involvement in Education. The following examples are models of extended learning programs that can start during *America Goes Back to School* and continue throughout the year.

New York: Virtual Y

In partnership with the New York City Board of Education and Chancellor Rudy Crew, the YMCA in New York is working to bring extended school services to 10,000 public school children by turning 200 of the city's public schools into *Virtual Ys* from 3 p.m. to 6 p.m. after school each day. At each Virtual Y, 50 second-, third-, and fourth-graders will take part in the Y's traditional curriculum, the *spirit--mind--body triangle*, designed to build strong values, enhance education, improve academic performance, and promote healthy lifestyles--with reading as the "golden thread" woven throughout to meet President Clinton's challenge that all children be able to read well by the end of the third grade.

Seattle, Washington: Extended Day and Saturday Academy

Bailey Gatzert, a Title I schoolwide project, and five other elementary schools in the Seattle School district offer extended-day tutoring activities lasting from 3:15 p.m. to 5 p.m. after school four days a week. Approximately 30 adults--high school volunteers, teachers, and college students--help to provide students with one-on-one tutoring each day. In addition, on Saturday mornings, children and parents can join an enrichment program from 9 a.m. to 12 a.m. The Saturday activities range from reading and language arts to work in the school's computer lab and sign language classes, all for the whole family.

Ankeny, Iowa: Ankeny Community Schools Community Education Department

Serving 5,000 K-12 students, this program offers activities for the entire community of 25,000 at nine public schools and one community resource center. Activities include

after-school enrichment, school-age child care, drug prevention for students and families, family advocacy (such as counseling and gang prevention), and recreation for children and adults. Partners include the PTA, Ankeny Substance Abuse Project, Ankeny Family Advocacy Project, and City Leisure Service.

Alabama: Community Education System

This statewide system supports the hiring of coordinators to implement extended learning programs in public schools. In 1994-95, the state sponsored 65 staff members as community education coordinators, each of whom oversees about five school-based programs. Activities include extended-day opportunities, tutoring, programs for children and youth at risk, and parent training and involvement.

Elk Grove Unified School District, California: Twilight Family Learning Center

Originally opened at a year-round elementary school in 1993, the Twilight Family Learning Center program now operates at four large elementary schools in the district. These school-based centers--all schoolwide Title I programs--are open year-round. Emphasizing literacy development, the centers offer K-12 homework and tutoring activities, preschool classes, and a variety of classes for adults, many of whom are recent immigrants. On a typical night, the four Twilight Learning Centers attract a total of 800 students, parents, and preschool children.

Murfreesboro, Tennessee: Extended Learning

In this elementary school program, nine schools--with a total enrollment of 5,400 K-8 students--are open five days per week, year round, from 6 a.m. to 7 p.m. Eighty percent of the students participate during the year in activities ranging from an optional full-day schedule of learning and enrichment to arts and recreation. Partners include local college students and others.

Flint, Michigan: Carmen Park Elementary School

This after-school and summer program is open to all students at the school, which serves 280 students in grades 4-6, many of whom come from high-poverty families. The program includes a computer lab (also open before school), tutoring, and summer workshops in science, math, reading, and social studies. Partners include parent volunteers and local businesses. Carmen Park students score near the 80th percentile

on state assessments, which the principal attributes to student participation in year-round educational activities and to the program's provision for adult role models who value education.

Washington Heights, New York: I.S. 218

This before- and after-school and weekend program serves 600 children a day and 1,000 parents each week. Activities include learning opportunities for students; classes for parents in literacy, citizenship, English as a Second Language, and other topics; and medical and mental health services. Partners include the Children's Aid Society, Boys and Girls Clubs of America, and parent volunteers. Attendance at the school is the highest in the city for comparable neighborhoods, and student math and reading scores are improving steadily.

New York City, New York: Beacon Schools

These before- and after-school and summer programs are located in 41 schools, with at least one in every district. Each site serves an average of 120-150 children per day. Activities include academic enrichment, arts, community service, peer mediation, and recreation for students as well as comprehensive social services for students and families. Partners vary from site to site, but include the Children's Welfare Administration, the Boy Scouts, and Narcotics Anonymous among others. The Beacon Program at Countee Cullen Community Center/P.S. 194 reports that student performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

Chicago, Illinois: ASPIRA Clubs

Chicago public schools and ASPIRA collaborate to offer a variety of extended learning opportunities to students, including an afternoon enrichment program for 100 Hispanic students in three middle schools, 17 clubs for 600 middle and high school students, tutoring on weekday afternoons and Saturday mornings, and a six-week summer program for 40 middle school students at risk of academic failure. Programs include science and math activities, tutoring, and leadership development. Partners include community and student volunteers and Northwestern University, which is developing a longitudinal evaluation of program participants.

LA's BEST (Better Educated Students for Tomorrow)

Operating in 24 low-achieving Los Angeles elementary schools, LA's BEST provides a comprehensive, supervised after-school program that includes academic tutoring, instruction, academic enrichment, recreation, nutrition, and personal skills and self-esteem development. An evaluation of the program by UCLA's Center for the Study of Evaluation indicates that participation has a positive effect on grades. Through interviews with children, researchers found that program participants felt significantly safer during after-school hours (even up to one year after they were no longer in the program), reported liking school better, and expected to complete more grades in school than those who did not participate. The Carnegie Corporation has praised the program, which is free to participants. Due to its popularity among students, the program must maintain a waiting list at 10 of the 24 sites.

4-H After-School Activity Program

Through the U.S. Department of Agriculture's Cooperative Extension Service, business, education, and government join together in local partnerships to run the 4-H After-School Activity Program, which provides opportunities for hands-on learning to children ages 7-13 who live in public housing communities. Often operated in a school or public housing facility, the program offers students a safe haven after school, caring adult mentors, assistance with school work and extended learning activities, and encouragement and reinforcement of positive attitudes and healthy living. In an evaluation of the program in Los Angeles, many parents reported that the 4-H program had a positive effect on the attitude and behavior of their child.

AMERICA GOES BACK TO SCHOOL

1997

How to build awareness of and participation in education

America Goes Back to School is a nationwide initiative of the thousands of parents, grandparents, community leaders, colleges and universities, employers and employees, members of the arts community, religious leaders, and caring adults who have become more actively involved in improving education in their communities. This important annual effort focuses attention on improving education across America during the back-to-school period of August through October. In 1996, hundreds of AMERICA GOES BACK TO SCHOOL events took place across the nation, in every state.

America Goes Back to School gives you an opportunity, when interest in education is, to build awareness, support, publicity and partnerships to improve your schools and colleges. Resolutions, proclamations, and media coverage can extend your efforts so more people can learn about what you are doing and can get involved.

As part of the *America Goes Back to School* initiative we invite you to organize or participate in a local event during the back-to-school time. We have included examples of schools and communities around the country coming together to help children learn and improve schools. This kit gives you some tools to help families and community members become more aware of, connected to and involved in education. In the following pages you will find helpful information about building support and partnerships. Specifically, there is a section on each of the following:

- ✓ Encouraging local and state lawmakers to issue proclamations and resolutions
- ✓ Working with the media
- ✓ Starting local partnerships and connecting with the Partnership for Family Involvement in Education

When you have planned your *America Goes Back to School* event for this fall, tell us about it! We often highlight local events in our publications and newsletters -- yours could be picked and sent to hundreds of thousands of people around the United States! A response sheet is enclosed to let us know about your community's *America Goes Back to School* celebration.

THANK YOU FOR YOUR INTEREST IN THE
AMERICA GOES BACK TO SCHOOL INITIATIVE

REMEMBER:
BETTER EDUCATION IS EVERYBODY'S
BUSINESS!!!

LOCAL AND STATE PROCLAMATIONS AND RESOLUTIONS

Working with Governors, Mayors and Boards of Education

You will want to bring recognition to your local community for your *America Goes Back to School* event. Here is some helpful information on how to get resolutions and proclamations at the state, city, and school board level.

Local Proclamations

Ask a local official to issue an America Goes Back to School proclamation declaring America Goes Back to School month in your city or community. It might be helpful for you to draft a proclamation and send it with a cover letter explaining the significance of America Goes Back to School. Indicate your interest in meeting with the official and make an appointment. For the signing, work with the official's staff to alert media. Arrange to have a photographer at the signing and distribute the photo to local papers. Be sure to display your proclamation at America Goes Back to School events and reproduce it in newsletters and programs.

State Resolutions

Ask your state superintendent, state legislature, or governor to endorse *America Goes Back to School* events by passing a resolution recognizing the importance of families, schools, communities, and employers developing partnerships to help children learn.

Sample proclamations from last year's America Goes Back to School effort follow.

Example of State Proclamation

The Commonwealth of Massachusetts

{State Seal}
by His Excellency
GOVERNOR WILLIAM F. WELD
1996

WHEREAS: Family and community involvement in the education of young people enhances their ability to learn and develop; and

WHEREAS: The United States Department of Education and the Partnership for Family Involvement in Education are sponsoring *America Goes Back to School*, a nationwide campaign to encourage family and community involvement in learning; and

WHEREAS: It is appropriate that all Massachusetts citizens support local schools and encourage young people in their academic endeavors;

NOW, THEREFORE, I, WILLIAM F. WELD, Governor of the Commonwealth of Massachusetts do hereby proclaim the week of September 8th through 14th, 1996, to be

AMERICA GOES BACK TO SCHOOL: GET INVOLVED! WEEK

and urge all the citizens of the Commonwealth to take cognizance of this event and participate fittingly in its observance.

Given at the Executive Chamber in Boston, the thirtieth day of July, in the year of our Lord one thousand nine hundred and ninety-six, and of the Independence of the United States of America, the two hundred and twenty-first.

[Signed]

By His Excellency the Governor

WILLIAM F. WELD

Example of Local Proclamation

PROCLAMATION

City of Cincinnati

BE IT PROCLAIMED:

Whereas, September is the kickoff month for the "America Goes Back to School: Get Involved!" initiative; and

Whereas, In its second year, the "America Goes Back to School" initiative invites all caring individuals to join together to make their local schools and colleges better; and,

Whereas, "America Goes Back to School: Get Involved!" is sponsored by The Partnership for Family Involvement in Education, a coalition of over 700 members designed to promote children's learning through the development of family-school-community partnerships in conjunction with the U.S. Department of Education; and

Whereas, The purpose of these partnerships is to provide grassroots support for local schools by encouraging members of the community to rally around their local schools and make a commitment to support education improvements throughout the year.

Now, Therefore: I, Roxanne Qualls, as Mayor of the City of Cincinnati, do hereby proclaim September 1996 as:

"AMERICA GOES BACK TO SCHOOL:
GET INVOLVED! MONTH"

In Cincinnati.

IN WITNESS WHEREOF:

I have hereunto set my hand and caused this Seal of the City of Cincinnati to be affixed hereto this 30th day of August in the year Nineteen Hundred and Ninety-Six.

{Signed}
Roxanne Qualls, Mayor
City of Cincinnati

Example of Local Proclamation
Example of Local Board of Education Proclamation

Example of Local Board of Education Proclamation

AMERICA GOES BACK TO SCHOOL
Resolution for the Weslaco Board of Education

Whereas, the Board of Education of the Weslaco, Texas, Independent School District, for its own part, rededicates itself to the engagement of families and the community in the life of our schools to enhance children's learning and positively influence each child.

Whereas, involving families and communities directly results in better student achievement and lower levels of safety and discipline infractions; and

Whereas, involving families and schools in children's learning includes a broad range of types of activities and concerns to be addressed; and

Whereas, involving families and schools can enhance the morale and quality of the school environment; and it is the stated objective of the public school to prepare children for a productive role in our society;

Now, be it resolved, that the Board of Education of the Weslaco Independent School District endorses the observance of *America Goes Back to School* as an opportunity to support the purposes and practices of family and community involvement in children's learning and encourages parents, students, teachers, employers, and all citizens on September 13th, 1996, to participate in:

"America Goes Back to School"

In official recognition whereof, I hereby affix my signature this 9th day of September, 1996.

Aaron Castillo, President
Weslaco Independent School District

WORKING WITH THE MEDIA¹

General Information

In dealing with the media, it is important to translate your story into language that will appeal to editors and, through them, to the public. Write the story as you would like to hear it or see it appear. Illustrate your story with real life examples, keeping the reader—who doesn't yet know the story—in mind. Listen to a broadcast and read newspapers carefully for guidance.

To be newsworthy, a story must have an element that is new, surprising, creative, significant, or of special local interest. The media also respond to salient quotes, especially from local people—your chairperson, teachers, parents, or students.

The best news stories are those that are built around an issue or event, preferably featuring local people or local organizations. A news story must give specific dates and name specific people, places, and actions. Include your phone number so that local editors can confirm the story.

What Makes News?

There are many effective and legitimate ways to make news. One basic technique is to tie your event in with another news event or public person. Here are a few suggestions:

- Share human interest stories about how a volunteer, business, senior citizen, community group “turned around” a student, a class—a school.
- Conduct a poll or survey.
- Issue a report on the status of family and community involvement in your schools.
- Present an honorary award to a local government official or local leader.
- Hold a contest—essay, poster, composition.
- Stage a special event—a parade, open house.
- Organize a tour of your school.
- Present a free concert.
- Conduct a workshop on family and community involvement.
- Arrange for a speaker at a community function.
- Set aside an “America Goes Back to School Day” or “Week.”

Media Contact

In working with the media, remember that every editor, reporter, and producer is a

¹This section was adapted from the Music Educators National Conference.

professional whose primary task is to present important and interesting information to the public. Your material should be relevant, timely, and interesting. Prove that you are a reliable source of information for your organization. If a member of your group has a personal contact with the media, use it!

Publicity Outlets

When mailing your news releases, remember to notify all available media. Find out what the editors of these publications are printing and their deadlines:

- Area high school and college publications
- Chamber of Commerce publications
- Civic club publications
- Women's club publications
- Church and synagogue bulletins
- Fraternal organization publications
- Municipal and state publications
- Educational publications
- Magazines
- Monthly papers
- Business publications
- Suburban advertisements and shopping guides
- Retirement home publications

In addition:

- Ask business people to donate a previously purchased billboard to promote education.
- Ask a billboard company to donate an unused billboard for display.
- Put up posters or banners advertising your event in:
 - a. Bank lobbies
 - b. Hotel lobbies
 - c. Restaurants
 - d. Store windows and bulletin boards.
 - e. Libraries
 - f. Community centers
 - g. Local YMCAs and YWCAs

Working with Newspapers

This section contains information designed to help you organize and launch a strong newspaper publicity program during the 1997 observance of *America Goes Back to School*. All projects and activities should receive mention, however brief, in local newspapers. This press coverage should begin with an announcement of the appointment of the *America Goes Back to School* chairperson or proclamation and continue with a series of news releases

describing various events. See examples at the end of this section.

Guidelines for Writing a News Release

- Type the release, double-spaced, with one-inch margins on one side of 8-1/2 x 11" paper.
- In the top left-hand corner, type "FOR IMMEDIATE RELEASE".
- In the top right-hand corner, list the name, title, address, and telephone number(s) of the contact person.
- Center the headline above the body of the release. Keep the headline short and concise.
- Begin the main body of the release with a dateline (city of origin and date) in all capital letters.
- Include who, what, when, where, and why in the first paragraph. Use short paragraphs.
- Limit the release to one page if possible. If not, type "MORE" at the bottom of the first page. On page two in the upper left-hand corner, type a short derivative of the main title in all capital letters.
- End the release by typing "###" or "-30-" in the center of the bottom of the last page.
- Attach a personal note on the release to grab the reader's attention.

SAMPLE PRESS RELEASE

For Immediate Release (date)

Contact: Name, Chairperson
America Goes Back to School Month
Address/Phone Number

America Goes Back to School!

August 1997 marks the third annual national celebration of *America Goes Back to School*. AMERICA GOES BACK TO SCHOOL is an effort that encourages Americans to get actively involved in making education better in their communities. This year's back-to-school initiative will be launched in August through October and will challenge families and all caring Americans to make a commitment to year-round involvement in children's learning.

U. S. Secretary of Education Richard W. Riley, Tipper Gore, actor Michael Keaton, National PTA President Lois Jean White, and President of Drew University and former New Jersey Governor Thomas H. Kean will be joined in going back to school by parents, educators and the thousands of family, school, education, business, community and religious members of the Partnership for Family Involvement in Education.

AMERICA GOES BACK TO SCHOOL encourages participants to get involved in solving important challenges facing education that President Clinton identified in his 1997 State of the Union address. They include:

- ✓ Setting high standards in all the core subjects, with participation in national assessments in reading and math.
- ✓ Making sure there's a talented and dedicated teacher in every classroom.
- ✓ Helping every student to read independently and well by the end of the 3rd grade and building on that foundation in the later grades.
- ✓ Promoting parent involvement in children's learning and offering early childhood programs.
- ✓ Expanding public school choice and accountability in public education.
- ✓ Making sure our schools are safe, disciplined and drug-free, and that they instill basic American values.
- ✓ Modernizing school buildings.
- ✓ Preparing students academically to attend college and opening the doors of college to all who work hard and make the grade.
- ✓ Helping adults improve their education and skills.
- ✓ Connecting every classroom and library to the Internet by the year 2000 and helping all students become technologically literate.

(Chairperson's name), member of the (state or local association), is coordinating efforts for the America Goes Back to School celebration in (School and community name). *America Goes Back to School* provides the perfect opportunity for (organization name) to get involved to increase family and community involvement in improving our schools and student learning. For example, everyone is invited to volunteer to tutor kids to read, to offer to give a guest lecture, provide a worksite for an internship, or help with a school or college fundraiser. Some of the planned events are (list of proposed activities with dates, times, locations, and contact person's names and phone number).

###

Letters to the Editor

Letters to the editor offer a ready vehicle for discussing, for example, the value of setting high standards in the school curriculum. Summon all your persuasive powers, but express your views succinctly—one typed page is usually enough. Sign your letter and include your address and telephone number. This information will not be published but may be used for verification by the editor. It may seem obvious, but remember to address your letter to “Letters to the Editor.”

Activities Calendar

Most papers have an activities calendar. Many people in your community use it as a quick reference for things to do. Find out deadlines and the person in charge of the calendar so you can gain the widest publicity for America Goes Back to School and related events.

Photographs

Photos generally fall into two classes: news photos and features photos. News pictures may tell a story themselves or supplement newspaper stories about events, individuals, or activities such as concerts, parades, and workshops. Newspapers like to receive pictures with news stories.

In submitting photos, remember:

- Most newspapers prefer 5" x 7" black-and-white, glossy photos with borders.
- Color photos and Polaroid shots are not acceptable.
- Pictures should be in sharp focus with good contrast between black and white.
- A single point of interest is essential. Eliminate unnecessary details.
- Captions should clearly explain picture content. Tell who is doing what, when, and where. Be sure to mention America Goes Back to School and your school's name. Tape to the back of the picture, so that it falls just below the photo for easy reading. Do not write on the back of the picture; this may damage it.
- Both vertical and horizontal shots should be submitted. The variety will produce a more attractive layout.
- A piece of cardboard needs to be included with each photo for protection. If the photo becomes bent, creased, or marred, it will not be usable. Write “PHOTO ENCLOSED--DO NOT BEND” on outside of the envelope.
- Negatives ought to be saved since photos are rarely returned.

THE PARTNERSHIP FOR FAMILY INVOLVEMENT IN EDUCATION

What is the Partnership for Family Involvement in Education?

Partners improve their effectiveness by connecting with other groups and drawing on each others' strengths. The benefits of being part of a coordinated effort are key: Partners learn about and share the latest and best practices from other Partner organizations. Recognition is earned for organizations' visible commitments at the national, state and local levels. Members of the Partnership for Family Involvement in Education receive Partnership publications and support on an on-going basis.

Launched in 1994 by U.S. Secretary of Education Richard W. Riley, the Partnership for Family Involvement in Education now includes thousands of family, school, higher education, community, cultural, employer and religious groups. They have come together in a growing grassroots movement to support student learning to high standards through the development of family-school-community partnerships.

How does the Partnership for Family Involvement in Education support better education?

As the Partnership grows, special nationwide initiatives support family involvement and student learning across communities:

- ◆ **READ*WRITE*NOW!** , an important summer component to President Clinton's America Reads Challenge, to encourage children's reading and writing with a reading partner 30 minutes a day.
- ◆ **America Goes Back to School** encourages all Americans to go back to school each fall to share their talents and experiences in helping children learn and improve schools. Taking the challenge means addressing local education concerns on an on-going basis and making a year-long commitment to learning.
- ◆ **Getting Ready for College Early** , an initiative to be launched in winter 1998 encouraging all students to take the courses they need to enter college and to inform parents of the sequence of courses their child needs to take, as well as the financial planning involved.

How can my organization join the Partnership?

If your organization wants to become a **Partner for Learning** call 1-800-USA-LEARN to receive Partnership sign-on sheets. Fill out one of the sheets and send it in. You will receive your Partnership member's kit soon after. Many organizations have used the Partnership sign-ons as a "jumping off" point to begin discussions and establish local partnerships.



A Call to Action for American Education in the 21st Century

This part of the kit contains information about areas of education that are particularly important as we prepare our students to get on the right course for the 21st Century. They come from President Clinton's Call to Action for American Education, issued in his 1997 State of the Union address. You will find suggestions on how to work towards meeting the points in the Call to Action and resources from the U.S. Department of Education and others to help you in your efforts. Communities and schools around the country have begun to sign on to answer the Call to Action and to join the Partnership for Family Involvement in Education--we encourage you to join this grassroots, nationwide effort!

This section includes the following:

- ✓ The Call to Action
- ✓ Answering the Call to Action
- ✓ A Proposed Checklist for Principals and a School Team to Begin Putting Into Action the Call to Action

THANK YOU FOR YOUR INTEREST IN
AMERICA GOES BACK TO SCHOOL

BETTER EDUCATION IS EVERYBODY'S BUSINESS!



PARTNERSHIP
for Family
Involvement
in Education

The Call to Action

To prepare America for the 21st century, we need strong, safe schools with clear standards of achievement and discipline and talented and dedicated teachers in every classroom. Every 8-year-old must be able to read, every 12-year-old must be able to log onto the Internet, every 18-year-old must be able to go to college, and all adults must be able to keep on learning.

The President issued a ten-point call to action for American education in the 21st century to enlist parents, teachers, students, business leaders, and local and state officials in this effort:

- ✓ Set rigorous national standards, with national tests in 4th-grade reading and 8th-grade math to make sure our children master the basics.
- ✓ Make sure there's a talented and dedicated teacher in every classroom.
- ✓ Help every student to read independently and well by the end of the 3rd grade.
- ✓ Expand Head Start and challenge parents to get involved early in their children's learning.
- ✓ Expand school choice and accountability in public education.
- ✓ Make sure our schools are safe, disciplined and drug free, and instill basic American values.
- ✓ Modernize school buildings and help support school construction.
- ✓ Open the doors of college to all who work hard and make the grade, and make the 13th and 14th years of education as universal as high school.
- ✓ Help adults improve their education and skills by transforming the tangle of federal training programs into a simple skill grant.
- ✓ Connect every classroom and library to the Internet by the year 2000 and help all students become technologically literate.



ANSWER THE CALL: PUT HIGH EXPECTATIONS AND STANDARDS OF EXCELLENCE INTO ACTION IN YOUR SCHOOLS

**Questions, Ideas, and Information
To Get You Started**

*We must provide all our people with the best education in the world.
Together, we must commit ourselves to a bold plan of action.*

--President Clinton

The President's Call to Action is a powerful education agenda based on standards of excellence, coupled with grassroots action and voluntary national tests to measure success. This is an agenda that recognizes the need to master the basics, the common wisdom of parental involvement and quality teachers, and the power of new technologies. To help navigate these changing times, today's students will need to continue their education beyond high school and through a lifetime.

--U.S. Secretary of Education Richard W. Riley



ANSWERING THE CALL TO ACTION

CONTENTS

- ✓ Safe, Disciplined, and Drug-Free Schools
- ✓ Read Well and Independently by the End of Third Grade
- ✓ Prepare Academically and Financially for College
- ✓ Master the Basics and Core Subjects to High Standards
- ✓ Teacher Quality
- ✓ Fix or Close Down Troubled Schools and Reopen Them as New American Schools or Charter Schools
- ✓ Technology in Every Classroom
- ✓ Promote and Encourage Family Involvement in Schools and in Learning Starting in the Earliest Years
- ✓ Modernize School Buildings and Help Support School Construction
- ✓ Help Children Get Off to a Strong and Healthy Start and Send Them to School Ready to Learn

SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS

While most schools are safe and drug free, a number of schools in all parts of the country are experiencing problems with violence and alcohol and drug use.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Encourage parents to talk directly to their children about the dangers of drugs, alcohol and tobacco. Started in the earliest years and extended throughout adulthood, these conversations could literally save their lives.
- Yes ☐ No ☐ Implement firm, clear policies that prohibit bringing weapons, guns, and drugs to school. Sanction quickly and fairly students who violate the rules.
- Yes ☐ No ☐ Train teachers to help prevent problems and deal with violence.
- Yes ☐ No ☐ Provide drug and violence prevention and character education programs to students which are based on sound research and evaluation findings.
- Yes ☐ No ☐ Put in place an accountability system that accurately reports disciplinary actions taken by the school and discipline problems and criminal incidents by students on campus and by outsiders.
- Yes ☐ No ☐ Give students lots of wholesome alternatives to say "Yes" to. Keep schools open after school and in the summer as community learning centers; sponsor alcohol- and drug-free activities and dances; provide extra-curricular activities such as sports, art, and band, special interest clubs, or field trips; provide mentors, internships with employers, and community service opportunities.
- Yes ☐ No ☐ Regularly include parents, other caring adults, and law enforcement officials in the life of the school and around the school.
- Yes ☐ No ☐ Develop the curriculum to be challenging and engaging; rich in hands-on learning tied to rigorous academics; integrated with technology and with the business, scientific, arts, and cultural assets of the community; and aimed at helping students see the connection between their school work and going to college, good citizenship, and a productive life.
- Yes ☐ No ☐ Make the school more personalized by encouraging regular communication among students, parents, and teachers, by dividing large schools into smaller units, or by other means. Students and teachers should know each others' names.
- Yes ☐ No ☐ Consider school uniforms and strict truancy rules.
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

The Safe and Drug Free Schools and Communities program can help fund activities to make schools safe, disciplined and drug free. Nearly \$531 million in FY 1997 state grant funds will be available for the 1997-98 school year, and President Clinton has requested a \$59 million increase for FY 1998. Also, the President has requested \$50 million to help communities keep their schools open longer as after school learning centers.

SOME SOURCES OF ASSISTANCE AND INFORMATION

Partnership for a Drug-Free America

405 Lexington Avenue
New York, NY 10174
212-922-1560
1-800-624-0100
<www.drugfreeamerica.org>

National Clearinghouse on Alcohol and Drug Information

P.O. Box 2345
Rockville, MD 20852
1-800-SAY-NO-TO
<www.health.org>

Office of National Drug Control Policy

Executive Office of the President
Washington, DC 20500
202-467-9800

National Dropout Prevention Center Clemson University

205 Martin Street
Clemson, SC 29634-5111
803-656-2599

Also visit the U.S. Department of Education's Web site at <www.ed.gov>, information for parents at the *Reader's Digest* and Parent Soup site at <www.drugfreekids.com>, and the Parents' Resource Institute for Drug Education (PRIDE) at <www.prideusa.org>. The following are available free of charge from the U.S. Department of Education by calling 1-800-624-0100:

- *Creating Safe Schools: A Resource Collection for Planning and Action*
- *Manual on School Uniforms*
- *Growing Up Drug Free: A Parent's Guide to Prevention*
- *READY SET GO*, an early childhood publication of the Safe and Drug Free Schools program
- *School Administrators' Violence Prevention Resource Anthology*
- *Success Stories '94: A Guide to Safe, Disciplined, & Drug-Free Schools*

WHO'S DOING IT?

Security Dads, Beech Grove City, Indiana . Fathers at Beech Grove City Schools in Indiana provide a visible male parental presence at school-sponsored sporting events, dances, skating parties, and other student-based activities. The Security Dads ensure proper behavior, evict troublemakers when necessary, and generally keep the peace. Fathers were recruited through a variety of means, including requests made at parent meetings, student referrals, and home visits. As a result of this effort, paternal involvement in school and children's activities has increased and student behavior at events has improved.

School Uniform Policy, Long Beach, California . In 1994, the Long Beach, California School District implemented a mandatory school uniform policy for nearly 60,000 elementary and middle school students. District officials found that in the year following implementation of the policy, overall crime decreased 36 percent, fights decreased 51 percent, sex offenses decreased 74 percent, weapons offenses decreased 50 percent, assault and battery offenses decreased 34 percent, and vandalism decreased 18 percent.

READ WELL AND INDEPENDENTLY BY THE END OF THIRD GRADE

There is a national consensus, based on well-established research, that children should read well and independently by the end of 3^d grade in order to ensure that they succeed in school and that they don't drop out. The President has issued the **AMERICA READS CHALLENGE** asking everyone to pitch in and help reach this reading goal. Nationally, 40 percent of 4th graders do not meet the basic level on the National Assessment of Educational Progress. Individual students will be able to take the National Reading Test at grade 4 in 1999, at the discretion of their state or district, to make sure students have mastered this most basic of skills. Centrally critical to reading are activities that parents can undertake from the moment a child is born to stimulate children's healthy brain development and help with preliteracy skills.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Encourage parents to read with their children starting in the earliest years (e.g., encouraging them to read with children 30 minutes a day, including the summer) and to get a library card and use it.
- Yes ☐ No ☐ Rally the whole community around helping children read well by the end of 3rd grade/start of 4th grade by answering the **AMERICA READS CHALLENGE**. Build on that early reading foundation in the later grades and help students who have fallen behind.
- Yes ☐ No ☐ Provide teachers with on-going and sustained professional development to improve the teaching of reading.
- Yes ☐ No ☐ Working with teachers, principals, librarians, community and youth groups, offer after school, weekend, or summer tutoring programs to help students who need extra assistance. Are you participating in the summer reading program, READ*WRITE*NOW! — a summer component of the **AMERICA READS CHALLENGE**?
- Yes ☐ No ☐ Take advantage of the availability of college work-study students, college students doing community service, and AmeriCorps partnerships to provide extra tutoring in reading.
- Yes ☐ No ☐ Compare your reading program against those in schools demonstrating the best performance.
- Yes ☐ No ☐ Offer parent education courses such as Parents as Teachers, HIPPIY, and Family Literacy Programs that help parents of young children develop language and preliteracy skills in their children.
- Yes ☐ No ☐ Participate in the National Reading Test at grade 4, to be given in 1999. This will let students, teachers, parents, and the principal know their students' reading level so extra help can be given.
- Yes ☐ No ☐ Use the arts and music and your community cultural resources to improve early childhood preliteracy skills and reading.
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

As part of his **AMERICA READS CHALLENGE**, President Clinton is proposing to invest \$2.75 billion over 5 years. The funds will help local reading partnerships to hire reading specialists to train and mobilize one million volunteer tutors. The tutors will provide assistance after school, on weekends, and during the summers to children who need extra help to read well and independently. The proposed total includes \$300 million for locally based projects to inform parents of how they can help their children become successful readers by the end of 3rd grade. The President also is seeking significant increases for programs that strengthen reading skills during the school day, including a \$347 million increase for Title I to improve the regular instructional program in low-income schools (contact your state department of education or the U.S. Department of Education at 202-260-0826 for more information), a \$92 million increase for Bilingual and Immigrant Education to help children who speak English as a second language, a \$6 million increase in Even Start family literacy programs, and a \$164 million increase in Special Education State Grants that would help children with disabilities (contact your state department of education or the U.S. Department of Education at 202-205-5507). College students participating in work-study programs or community service will be available in much larger numbers to tutor in reading in 1997-1998 (contact your local college).

To get involved in the **AMERICA READS CHALLENGE**, start or expand a local summer READ*WRITE*NOW! program. Many reading publications, including the summer READ*WRITE*NOW! kits, are available on the Internet at the U.S. Department of Education's Web site at <<http://www.ed.gov/FAMILY>>. In addition, limited copies may be available from the U.S. Department of Education by calling 1-800-USA-LEARN.

SOME SOURCES OF ASSISTANCE AND INFORMATION

International Reading Association

800 Barksdale Road, P.O. Box 8139
Newark, DE 19714-8139
302-731-1600 ext. 220

American Library Association

50 East Huron Street
Chicago, IL 60611
312-280-2162

National Center for Family Literacy

Waterfront Plaza, Suite 200
325 West Main Street
Louisville, KY 40202-4251
502-584-1133

Learning Disabilities Association of America

4156 Library Road
Pittsburgh, PA 15234
412-341-1515

Corporation for National Service

1201 New York Avenue, NW
Washington, DC 20525
1-800-94-ACORPS

Pizza Hut's Book It! Program

9111 East Douglas
Wichita, KS 67201
1-800-426-6548
e-mail: read@bookitprogram.com

Parents as Teachers National Center, Inc.

10176 Corporate Square Drive
Suite 230
St. Louis, MO 63132
314-432-4330

Books and Beyond

309 North Rios
Solano Beach, CA 92075
619-755-3823

WHO'S DOING IT?

Reading in Aurora, Colorado . Montview Elementary School's students in Aurora, Colorado, of whom three-quarters receive free or reduced-price lunch, flourish in the Balanced Literacy Program, a year-round schoolwide program. Although transiency, poverty and the number of LEP students have increased over the past 2 years, Montview's program has helped students to achieve tremendous success in reading, writing, spelling, listening and speaking. During daily 2-hour blocks of time, students schedule literacy activities, such as spelling, peer revision of writing samples, paired reading, cross grade level reading buddies, sharing published works, and listening to teacher readings. Montview has received support from state colleges and universities, as well as the local community. Family Literacy Nights are held regularly and parents are given learning activities to use at home. "Book It" and "October Read Aloud" further encourage reading as does a book giveaway, organized by senior citizens, to help build home libraries. Achievement for all students is increasing, with 83 percent of Title I students reaching proficient levels in reading and 92 percent in math.

Reading in Rockford, Illinois . The City of Rockford and the Rockford Public Schools have signed on to the President's "Call to Action for American Education" and will focus on improving the reading skills of elementary school students. They have launched a campaign to organize more than 1,000 volunteers and pair them with children to spend the summer reading. The Rockford effort, which is built around the America Reads Challenge project and its companion literacy program, READ*WRITE*NOW!, will match students in grades 1-3 who are not reading at their grade level with an adult tutor who will listen to them read for one hour, one day a week at specific school libraries or branches of the Rockford's public libraries. Participating students will also be asked to read 30 minutes a day, five days a week, and obtain a library card and agree to use it.



PREPARE ACADEMICALLY AND FINANCIALLY FOR COLLEGE

Most good jobs in the future will require at least some college education, usually 2 and 4-year degrees. Many adults will need to return to college to upgrade their skills. High school students prepare to enter and succeed in college by taking Advanced Placement courses and tests that reflect national standards of excellence. Passing the Advanced Placement test may substitute for taking a course in college, thereby saving tuition. Tech-prep courses and school-to-work courses are another way to connect high school students to colleges and careers. To get students on the right track to prepare for college, middle school students should master math, including algebra and some geometry, by the end of the eighth grade. Families of middle school and high school students need to know how to save for college and about financial aid to help children go to college.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Enroll 8th grade students in algebra. Will you participate in the voluntary National Math Test for the 8th grade in 1999?
- Yes ☐ No ☐ Make sure your students, families, and teachers know what courses are necessary for students to be accepted to and successful in college (see below).
- Yes ☐ No ☐ 4 years of English in high school.
- Yes ☐ No ☐ 3-4 years of mathematics in high school.
- Yes ☐ No ☐ 2-3 years of history and geography in high school.
- Yes ☐ No ☐ 2-3 years of laboratory science in high school.
- Yes ☐ No ☐ 1 year of visual and performing arts in high school.
- Yes ☐ No ☐ 1-3 years of challenging electives in high school, such as economics, psychology, computer science, statistics, or communications.
- Yes ☐ No ☐ 2-3 years of a foreign language in high school.
- Yes ☐ No ☐ Encourage and offer students in high school a wide range of Advanced Placement courses and "tech-prep" courses of study. These classes prepare students for college.
- Yes ☐ No ☐ Eliminate general track courses in high school and replace them with rigorous courses.
- Yes ☐ No ☐ Counsel students in middle and high schools and their families on the availability of financial aid for postsecondary education so that their efforts in taking rigorous coursework can be matched with the opportunity to attend college.
- Yes ☐ No ☐ Provide mentors, special seminars, homework centers, and college visitations for students who are interested in going to college but may need extra help or who are first-time family members going to college.
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

The U.S. Department of Education supplies 70 percent of the financial aid to college students in the United

States through Pell grants, work-study aid, and college loans. For the facts about financial aid, call 1-800-4-FED-AID. The President has proposed new major initiatives to expand financial aid to help families pay for college (e.g., a \$1,500 HOPE Scholarship as a tax credit for the first two years of college and up to a \$10,000 tax deduction per family per year for college). Also, the U.S. Department of Education's FY 1998 budget requests \$6 million to supplement state efforts to pay for the Advanced Placement fees of low-income students and \$5 million to expand tech-prep programs. Funds are available from the U.S. Department of Education to underwrite the initial costs of planning and establishing school-to-career systems at the state and local level. For more information on school-to-work funding, contact your state department of education or call 1-800-251-7236.

SOME SOURCES OF ASSISTANCE AND INFORMATION

Here are some resources for college preparation, career guidance, and tech-prep opportunities. Equity 2000 is a rigorous program developed by the College Board to help middle and high school students prepare for college. The ACT and the National Career Development Association have created a career exploration and guidance kit called *Realizing the Dream* (contact the program coordinator at ACT, Heidi Hallberg).

Equity 2000

College Board
45 Columbus Avenue
New York, NY 10023-6992
212-713-8000
<www.collegeboard.org>

***Realizing the Dream*, Career Development**

ACT
2201 North Dodge Street
P.O. Box 168
Iowa City, IA 52243-0168
319-337-1379

Advanced Placement Services

Educational Testing Service
P.O. Box 6671
Princeton, NJ 08541-6671
609-771-7300
E-mail: apexams@ets.org

National Tech-Prep Network

Center for Occupational Research and Development
601 C Lake Air Drive
Waco, TX 76710
1-800-972-2766
<www.cord.org>

For a free copy of *Preparing Your Child for College: A Resource Book for Parents*, call the U.S. Department of Education at 1-800-USA-LEARN. For a free copy of *The Student Guide to Financial Aid in College*, call the U.S. Department of Education at 1-800-4-FED-AID. If you have access to the Internet, you may search for information about colleges and other areas of interest. The Department's home page at <www.ed.gov> is a good start.

WHO'S DOING IT?

Advanced Placement and the O'Donnell Foundation. Since 1990 the O'Donnell Foundation has sought to increase the number of students taking and passing Advanced Placement (AP) courses in math, English, and science by starting in middle school to prepare students to take and succeed in AP courses in high school. Teachers receive financial incentives for participating in College Board training sessions to teach AP courses. In the 5 years the program has been offered in nine public high schools in Texas' Dallas and Ellis Counties, the number of students taking AP exams in math, science, and English has steadily risen from only 48 students in the year before the program began to 1,099 students in the program's 5th year. Dramatic results have been rapidly achieved among populations traditionally underrepresented in postsecondary education: in only one year of operation in nine Dallas public schools, the number of Hispanic and African American students taking AP exams rose from 64 to 400. Similar results have been achieved in the O'Donnell Foundation's incentive program for AP arts courses.

The Twenty-first Century Scholars Program. This Indiana program is designed to provide tuition and fees to Indiana students who might not otherwise attend college. To be eligible, students must meet the income guidelines, take the Twenty-first Century Scholars pledge in the 8th grade, and fulfill the requirements set by the Indiana General Assembly. Mentoring is an essential part of this program. In addition, all of Indiana's students and their families may call a toll-free hotline number for career and college information, freeing up guidance counselors to give more individualized assistance. If the student meets certain requirements, the student is eligible to receive tuition and fees to an Indiana postsecondary institution (as defined by Indiana law). Since 1994, the state's CORE 40, a college-prep and tech-prep curriculum, has laid out for students and counselors the courses that students must take to be considered for admission to Indiana's 4-year colleges. These courses are recommended to all students.

The Miami Valley Tech-Prep Consortium in Dayton, Ohio. This consortium includes eight vocational education planning districts at the secondary level; four joint vocational centers serving 67 high schools in seven western Ohio counties, which include both urban and rural sites; and one postsecondary institution. Students selected for Tech-Prep after the 10th grade attend a 2-year, full-day program in one of six occupational areas--applied health technologies, automotive technology, computer support technology, environmental science, electronic engineering technology, and industrial engineering technology. Tech-Prep students graduating from high school continue the second half of their Tech-Prep program at Sinclair Community College. The college has created several new degree programs as a result of its Tech-Prep involvement.

MASTER THE BASICS AND CORE SUBJECTS TO HIGH STANDARDS

Quality schooling includes mastering the basics. It builds a solid foundation in all the core academics—English, math, science, civics, geography, the arts, foreign language, and history. In math and science, we now know what it takes to be competitive both nationally and internationally by 8th grade. American 8th graders scored above the international average in science and below the international average in math on the Third International Math and Science Study (TIMSS). Performance at 8th grade is pivotal because of the “gate keeper” action of the courses: if students learn the math and science material early, they will be ready to take the sequence of courses in high school that prepare them for college and for careers.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Ensure your children are reading well and independently by the end of 3rd grade. Will your school participate in the national reading tests at grade 4 in 1999?
- Yes ☐ No ☐ Prepare middle school students to achieve in math and science by taking algebra and even geometry in middle and junior high school. Will your school participate in the national math test in grade 8 in 1999?
- Yes ☐ No ☐ Adopt rigorous standards in all the core courses that are at least equal to or better than both your state's standards and national standards. Enlist teachers, parents, and the whole community in helping set and achieve your high standards.
- Yes ☐ No ☐ Give the time and sustained, on-going professional development teachers need to help students master the basics and teach to high standards in the core subjects.
- Yes ☐ No ☐ Match the content of your textbooks and software with the content and rigor of the academic standards. Do your student tests match your high academic standards?
- Yes ☐ No ☐ Find out how your school would do internationally in math and science--have a sample of your students take the Third International Math and Science test.
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

The Goals 2000: Educate America Act helps schools, communities, and states improve teaching and learning based on their own high standards. President Clinton is asking Congress for a \$129 million increase in Goals 2000 for FY 1998. The Title I program has been restructured to emphasize high standards for low-achieving, low-income students. State and school districts for the first time can take the Third International Math and Science (TIMSS) study test on a sample basis to see how they measure up internationally in science and math (contact Marty Orland at the National Center for Education Statistics at 202-219-2297). States and school districts will for the first time in 1999 be able to have individual students take a 4th grade National Reading Test and 8th grade National Math Test to inform individual students, their parents, and teachers how they are doing compared to national standards of excellence. Funds are available from the U.S. Department of Education to underwrite the initial costs of planning and establishing school-to-career systems at the state and local level (call 1-800-251-7236).

SOME SOURCES OF ASSISTANCE AND INFORMATION

To learn what it takes to be internationally competitive in math and science, request *Pursuing Excellence* by calling (202) 512-1800 (stock number 065-000-0095-5) or visit the Department's Internet site at <www.ed.gov/NCES/timss>.

Council of Chief State School Officers
1 Massachusetts Avenue, NW/Suite 700
Washington, DC 20001-1431
202-408-5505

Council for Basic Education
1319 F Street, NW
Washington, DC 20004
202-347-4171

National Alliance of Business
1201 New York Avenue, NW
Suite 700
Washington, DC 20005
202-289-2800

**Education Excellence Partnership
The Business Roundtable**
1615 L Street, N.W., Suite 1100
Washington, DC 20036
202-872-1260

The following publications can be ordered free of charge from the U.S. Department of Education by calling 1-800-USA-LEARN.

- *Moving America to the Head of the Class*. Education Excellence Partnership, 1995.
- *Teachers and GOALS 2000: Leading the Journey Toward High Standards for All Students*. Washington, DC: U.S. Department of Education, 1995.

WHO'S DOING IT?

First in the World Consortium. A group of 20 districts in suburban Chicago, Illinois, is serving as a model for how the Third International Math and Science Study (TIMSS) can be used to improve math and science achievement to match the high levels of international performance. This First in the World Consortium administered the TIMSS test to its students and discovered that their scores were among the first in the world in 8th grade science and among the second in the world in 8th grade math. The high expectations of the First in the World Consortium are bringing results: approximately 50 percent of their students take algebra and geometry by the end of the 8th grade, which is more than double the national average. The First in the World Consortium is using its TIMSS results to improve even further, strengthening curriculum, professional development, teaching, assessment, and parent involvement in learning.

TexPREP. Begun in 1979 by Professor of Mathematics Manuel Berriozabal of the University of Texas at San Antonio, San Antonio PREP, as it was called, first served about 50 students in a rigorous 8-week summer pre-engineering program on the San Antonio campus. The program stresses abstract reasoning skills, problem solving skills, and career opportunities in engineering and science. Former students emphasize, however, that the rigor of successfully tackling and completing challenging course work prepares for work in any field. Program assistant mentors are a cornerstone of the program; mentors are undergraduates in engineering and science, and many are former PREP students. In 1996, TexPREP's 28 programs in 15 locations served nearly 3,100 students, particularly of middle school age. Of the nearly 10,000 students who have taken at least one summer of PREP, 80 percent have been minority, 53 percent have been women, and over 50 percent are at risk. The high school graduation rate is 99.9 percent; the college attendance rate is 91 percent, and the college graduation rate is 87 percent. Fifty four percent of the college graduates have majored in science or engineering.



For the first time, America now has national standards of excellence for master teachers who demonstrate exceptional performance. The National Board for Professional Teaching Standards, an independent, non-partisan group of teaching professionals, has developed standards for highly accomplished teachers. At the same time, quality concerns exist about teachers teaching out of their field and teachers not being given the training and time to acquire new skills to teach to high standards of excellence. Furthermore, the country will need a record 2 million teachers over the next 10 years as a result of increased enrollment and teacher retirements.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Initiate programs that actively recruit talented young people and mid-career professionals to become teachers.
- Yes ☐ No ☐ Work with colleges to reinvent teacher preparation for beginning teachers, including an "induction" period for their beginning years of teaching.
- Yes ☐ No ☐ Participate in efforts under way in many states to develop performance-based assessments for new teachers, such as those of the Interstate New Teacher Assessment and Support Consortium.
- Yes ☐ No ☐ Redesign professional development for the most experienced teachers so they get the training they need to help students master the basics and reach high standards in the core academic areas.
- Yes ☐ No ☐ Encourage your master teachers to be Nationally Board Certified.
- Yes ☐ No ☐ Identify and provide peer assistance programs to improve the performance of burnt-out or low-performing teachers.
- Yes ☐ No ☐ Expand efforts to help teachers become more technologically literate and use technology to improve training available to teachers.
- Yes ☐ No ☐ Fund ways to get current information and hands-on help to teachers, addressing the isolation that is all too common in teaching.
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

President Clinton is proposing to invest \$21 million in FY 1998 to speed up efforts by the National Board for Professional Teaching Standards to develop standards and assessments and implement certification programs in more than 30 teaching fields. Funds also would enable more teachers to undergo the assessment process—an important step in identifying and rewarding master teachers. The President also is seeking a \$50 million increase, to \$360 million, for the Eisenhower Professional Development State Grant program, which supports intensive, sustained teacher training opportunities in all the core academic subjects. In addition, Goals 2000 funds can be used to strengthen standards and performance evaluation systems for teachers.

SOME SOURCES OF ASSISTANCE AND INFORMATION

The Administration will be providing information to teachers on the findings of successful teaching nationally and internationally in math--a subject matter in which American students don't stack up well internationally. Call 1-800-USA-LEARN for *A Teacher's Guide to the U.S. Department of Education ; Excellence and Accountability in Teaching: A Guide to U.S. Department of Education Programs and Resources* ; and the brochure "Building Bridges: The Mission and Principles of Professional Development."

National Board for Professional Teaching Standards (NBPTS)
[National Board Certification]
26555 Evergreen Road, Suite 400
Southfield, MI 48076
1-800-22-TEACH

Interstate New Teacher Assessment and Support Consortium (INTASC)
Council of Chief State School Officers
One Massachusetts Avenue, NW
Suite 700
Washington, DC 20001-1431
Director, Jean Miller 202-336-7048
Project Assistant, Allison Kaye
202-336-7068
Allisonk@ccsso.org

Recruiting New Teachers, Inc.
385 Concord Avenue
Suite 100
Belmont, MA 02178
For information on teaching careers,
call 617-489-6407
For information on recruiting teachers,
call 617-489-6000

The National Commission on Teaching and America's Future
Teachers College, Columbia University
Box 117
525 West 120th Street
New York, NY 10027
212-678-3204

WHO'S DOING IT?

Recruiting. School districts and universities can work together to create middle and high school programs that expose young people to the teaching profession. For example, the South Carolina Center for Teacher Recruitment has reached thousands of academically talented high school juniors and seniors through its Teacher Cadet Program, offered in more than 140 schools statewide. Teacher Cadets study education and have the opportunity to teach younger students under the tutelage of both school and university faculty. The center also targets minority middle school students, encouraging them to take rigorous courses in school and aspire to a career in teaching.

Identify and Recognize Master Teachers. Some states and districts are assisting teachers who seek National Board Certification. For example, North Carolina will pay the fee for teachers to complete the National Board Certification assessments, provide 3 days of substitute time for teachers to undergo the review needed for certification, and provide a 4 percent annual bonus to board certified teachers. Board certified teachers also serve as coaches and trainers for other teachers in their schools. Experienced mentors and special clinics help prepare teachers for these assessments.

Tougher Initial Certification. Thirty states have become partners in the Interstate New Teacher Assessment and Support Consortium (INTASC). Through INTASC, the 30 states have been working together to develop high quality performance assessments of knowledge and skills for beginning teachers. In addition to the 30 states that are working together through INTASC, some individual states are moving ahead with tougher licensing requirements for new teachers. For example, Connecticut is requiring new teachers to meet rigorous standards, including a performance assessment that is conducted by state-trained observers over an extended period of time.



FIX OR CLOSE DOWN TROUBLED SCHOOLS AND REOPEN THEM AS NEW AMERICAN SCHOOLS OR CHARTER SCHOOLS

States, school districts, and communities should intervene quickly in schools that are not providing an adequate education for their students or in schools that are unsafe. In addition, a number of states and districts are providing parents with the opportunity to choose their public school. Through their own restructuring plans, local districts, communities, or states may totally revamp a school. Some states and school districts take advantage of new opportunities to overhaul a failing school by turning it into a New American School or a charter school. Using the nonprofit New American Schools, parents and teachers may choose from seven successful approaches to organize their school. New American Schools design teams bring the choice of school to the neighborhood. Charter schools are public schools that allow teachers, parents, and their principal to start over--focusing on high standards and community involvement without as many regulations binding them.

If your school needs major upgrading, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Explore the seven New American School designs to see if they would meet your local needs for upgrading or overhauling your school. Invite the school design teams to show you their approaches to better education or go visit their models.
- Yes ☐ No ☐ Explore other promising options for totally redesigning your schools.
- Yes ☐ No ☐ Provide parents the opportunity to choose among public schools.
- Yes ☐ No ☐ Learn about legal opportunities in your state and/or district for converting your school into a charter school.
- Yes ☐ No ☐ Invite successful charter school developers to share with you how they got organized and started.
- Yes ☐ No ☐ Consider making a more personalized education setting in your school by creating smaller units - "family units," several charter schools, schools within a school, career academies.
- Yes ☐ No ☐ Learn about options for reconstituting your school, allowing your school to start over.
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

Schools and communities can use Goals 2000 or Title I funds to redesign schools, bring in New American Schools design teams, or undertake other strategies to help move a school forward or turn around a troubled situation. The President is also proposing to dramatically increase Federal support for charter schools by nearly doubling funding for the program, from \$51 million in FY 1997 to \$100 million in FY 1998. These funds would be available to support planning and start-up costs for an estimated 1,100 charter schools in FY 1998, and the President's goal is to stimulate the creation of 3,000 charter schools by 2002. The U.S. Department of Education will also support regional meetings, guidebooks, summer institutes, and a Web site in order to help local teams of parents, teachers, and other educators develop successful charter schools. Call 1-800-USA-LEARN for more information.

SOME SOURCES OF ASSISTANCE AND INFORMATION:

Design teams for the New American Schools include: ATLAS Communities combining the work of Ted Sizer, James Comer, Howard Gardner, and the Education Development Center; Audrey Cohen College; Co-NECT Schools using technology; Expeditionary Learning Outward Bound; Modern Red Schoolhouse designed by the Hudson Institute; the National Alliance for Restructuring Education; and Roots and Wings that extends Bob Slavin's Success For All model.

New American Schools Corporation

1000 Wilson Boulevard, Suite 2710
Arlington, VA 22209
703-908-9500

Center for School Change

Humphrey Institute, University of Minnesota
301 19th Avenue South
Minneapolis, MN 55455
612-626-1834

RPP International

2200 Powell Street, Suite 250
Emeryville, CA 94608
510-450-2550, 510-843-8574
E-mail: Rppintl.@aol.com

Reading Recovery Council of North America

Ohio State University
29 West Woodruff
300 Ramseyer Hall
Columbus, OH
614-292-4260

Accelerated Schools

Henry Levin
Professor of Education and Economics
Stanford University
Menlo Park, CA
415-723-0840

WHO'S DOING IT?

New American Schools . Hansberry Elementary School in the Bronx, New York had so many problems that the school was shut down by the Board of Education. When it re-opened, this school, where virtually all students qualify for free or reduced-price lunches, adopted the Modern Red Schoolhouse model, one of the seven tested models of New American Schools. The percentage of students who have passed New York State's essential skills test has risen from 22 to 50 percent in reading, and from 47 to 82 percent in math from 1993 to 1995.

Charter schools. Created and managed by groups of parents, teachers, community groups and others, public charter schools can be tailored to meet the needs of a local community. These schools--now permitted in 23 states--are public schools freed from most laws and regulations in exchange for accountability for better performance and results. Charter schools are non-sectarian, may not charge tuition, and should be open to all students. Parents and teachers also have additional options for tailoring educational opportunities for children, including public school choice, magnet schools, schools-within-schools, and redesigning and improving individual public schools.

Reconstitution. San Francisco is an example of a district with authority to take over individual schools. Under the district's Comprehensive School Improvement Plan, the district places low-performing schools on a one-year probationary period. If the school doesn't improve, the school is reconstituted. All staff at the school are relocated to other schools but may reapply for jobs at their school. The board hires a new principal, who then hires new teaching, janitorial, and cafeteria staff. Five states have policies that permit takeover of failing schools, based on low performance. These states include: Michigan, Mississippi, New Jersey, Oklahoma, and Texas. Ohio--based on a court ruling--has also permitted state takeover of districts and schools.

TECHNOLOGY IN EVERY CLASSROOM

The goal of having every classroom in the United States connected to the Information Superhighway and teachers trained in computer technologies is widely agreed upon as essential for the 21st century. Sixty five percent of all schools are wired to the Internet but only 14 percent of classrooms are connected. The availability of quality software to help teach to rigorous standards is limited.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Design the use of computers and on-line learning opportunities to help improve the teaching and learning of the basics and core academics.
- Yes ☐ No ☐ Provide the time and sustained training and development for teachers to learn how to use technology to improve their teaching or to upgrade their current skills.
- Yes ☐ No ☐ Find organizations and resources that you can turn to for help in this effort.
- Yes ☐ No ☐ Provide access to modern computers for all classrooms.
- Yes ☐ No ☐ Connect each instructional classroom, media center, and laboratory to the Information Superhighway.
- Yes ☐ No ☐ Develop effective and engaging software as an integral part of the school curriculum.
- Yes ☐ No ☐ Use your technology resources after school, on weekends, and in the summer to help students enrich their learning and assist parents and grandparents to learn to use computers.
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

On May 8th, 1997, the Federal Communication's Commission (FCC) Federal-State Joint Board on Universal Service passed the Telecommunications Act of 1996 giving schools deep discounts in access charges to the Internet and telecommunications services, including wiring school buildings for the Internet. Funding for this E-rate (for education rate), up to \$2.25 billion a year, will be available by the beginning of the 1997 school year. Almost 70 percent of all schools will get at least a 50 percent discount on a wide range of telecommunications services, with discounts of up to 90 percent to schools with the largest numbers of poor children.

The President's Technology Literacy Challenge Fund will make available \$2 billion over 5 years to help states and communities purchase computers, wire classrooms to the information superhighway, develop effective educational software, and train teachers to make effective use of educational technology. In FY 1997 Congress appropriated \$200 million for the Fund, and the President's budget proposal includes \$425 million for FY 1998.

Technology Innovation Challenge Grants also are available to partnerships of local school systems, students, colleges, universities, and private businesses to develop creative new ways to use technology for learning. The program will make an estimated 20 new awards with its \$57 million FY 1997 appropriation and 20 more with the \$75 million included in the President's FY 1998 budget proposal.

SOME SOURCES OF ASSISTANCE AND INFORMATION

Check with the technology coordinator in your local school district or state education agency, your local library, and local Computer Users Groups for further help. Check your local telephone directory for the number of the Computer Users Groups. In addition, there are national organizations such as:

Educational Resources Information

Clearinghouses (ERIC)

ACCESS ERIC

1600 Research Boulevard

Rockville, MD 20850-3172

1-800-LET-ERIC

AskERIC <askeric@ericir.syr.edu>

KickStart Initiative: Connecting America's Communities to the Information Highway

National Information Infrastructure Advisory Council

NTIA Openness Center

Department of Commerce, Room 1609

Washington, DC 20230

202-482-3999

<www.benton.org/kickstart/kick.home.html>

Tech Corps

P.O. Box 65332

Washington, DC 20035

508-620-7749

<www.ustc.org>

NetDay--ideas to help "wire" classrooms

2601 Mariposa Street

San Francisco, CA 94110-1400

415-553-2311

<netday96com>

If you have access to any online service or to the Internet, you can reach our World Wide Web site at <<http://www.ed.gov>>; our gopher server is at <<gopher.ed.gov>> (or select North America-->USA-->General-->U.S. Department of Education from the All/Other Gophers menu on your system). FTP users can ftp to <<ftp.ed.gov>> and log on as **anonymous**. E-mail users can get our catalog and instructions on how to use our mail server by sending e-mail to <almanac@inet.ed.gov>; in the body of the message, type **send catalog**. You may also contact your Regional Technology Consortium:

Northwest Regional Technology Consortium at 505-275-9624

North Central Regional Technology Consortium at 708-218-1272

NetTech-Northeast Regional Technology Consortium at 212-541-0972

Southwest & Pacific Regional Technology Consortium at 310-985-1570

South Central Regional Technology Consortium at 913-864-4954

Southeast & Islands Regional Technology Consortium at 910-334-3211

WHO'S DOING IT?

Technology in Hueneme, California . Over the past decade, the Hueneme School District in Port Hueneme, California, has used State and Federal grant seed money, local resources, and significant assistance from private industry to fuel an aggressive research and development program and create networked classrooms. Located in an agricultural strip, halfway between Los Angeles and Santa Barbara, more than half of the district's students come from low-income households, and approximately 30 percent have limited proficiency or no English at the time they register for school. The school district turned to computer-assisted instruction in part as a means to fundamentally change and improve the way these children learn. Begun in 1983, the move to networked classrooms has been a long process, but results have been phenomenal: increases in student achievement, increased daily attendance, and discipline problems have declined.

PROMOTE AND ENCOURAGE FAMILY INVOLVEMENT IN SCHOOLS

Over 30 years of research clearly shows us that greater family involvement in children's learning is a critical link to achieving a high-quality education and a safe, disciplined learning environment for every student. But families should not feel alone in activities related to helping their children learn. Schools, employers, and community institutions can help with these efforts.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Encourage parents to read with their children starting in the earliest of years.
- Yes ☐ No ☐ Promote family involvement in helping students master the basics.
- Yes ☐ No ☐ Sign on to the National PTA standards of parent involvement (see below).
- Yes ☐ No ☐ Institute policies and allot time for regular two-way meaningful communication between home and school.
- Yes ☐ No ☐ Take special actions to promote and support parenting skills.
- Yes ☐ No ☐ Engage active parent participation in student learning.
- Yes ☐ No ☐ Make schools welcoming for parents as volunteer partners in schools.
- Yes ☐ No ☐ Include parents as full partners in school decisions that affect children and families.
- Yes ☐ No ☐ Reach out to the community for resources to strengthen schools.
- Yes ☐ No ☐ Develop a compact between families and schools, parents and teachers, outlining mutual goals and responsibilities. Include students and community organizations where appropriate.
- Yes ☐ No ☐ Encourage local employers to promote flextime or even match paid leave with personal leave time so that parents and other employees can more readily volunteer in schools as tutors and mentors.
- Yes ☐ No ☐ Work together with schools, youth, community, civic, and religious groups, employers, colleges, scientific, cultural, and arts resources to provide safe havens after school and during summers for students to take advantage of learning opportunities, community service, internships, and school-to-career experiences.
- Yes ☐ No ☐ Encourage your school, community, religious group, or employer to join the Partnership for Family Involvement in Education, a grassroots movement of more than 2,500 family, school, community, employer, and religious groups to improve student learning
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

Twenty-eight Parental Information and Resource Centers have been funded through the Goals 2000: Educate America Act. For more information on these parent centers, call 202-401-0039. Title I of the Improving America's Schools Act, which provides resources to schools needing extra help to strengthen programs in the basics and core academics, encourages the creation of school-family compacts in half of the nation's schools. For information on school-family compacts, call 202-260-0965. The Individuals with Disabilities Education Act funds 70 Parent Training and Information Projects across the 50 states to help parents of children with disabilities. To get a copy of *A Directory of Parent Training and Information Projects* and for more information, call the National Information Center for Children & Youth with Disabilities at 1-800-695-0285. The U.S.

Department of Education supplies two-thirds of all financial aid for families to help students go to college (loans and grants). Call 1-800-4-FEDAID for more information on funding students' college education.

SOME SOURCES OF ASSISTANCE AND INFORMATION

The complete text of the new PTA handbook on parent involvement standards, as well as a summary of background reports on parent involvement can be found on the National PTA Web site, <www.pta.org/issues/invstand.htm> Call 1-800-USA-LEARN for information on the Partnership for Family Involvement in Education and for publications on how families, schools, employers, community and religious groups, and others can promote family-friendly practices. In addition, you can visit their Web site at <www.ed.gov>.

The National PTA

330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
312- 670-6782
<www.pta.org>
info@pta.org

Parents as Teachers National Center

10176 Corporate Square Drive
Suite 230
St. Louis, MO 63132
314-432-4330
<www.patnc.org>

Partnership for Family Involvement in Education

600 Independence Avenue, SW
Washington, DC 20202-8173
FAX: 202-401-3036
<www.ed.gov>

The National Coalition for Parent Involvement in Education

Institute for Educational Leadership
1001 Connecticut Avenue, NW
Suite 310
Washington, DC 20036
202-822-8405, X53
<www.ncpie.org>

National Community Education Association

3929 Old Lee Highway
Suite 91A
Fairfax, VA 22030-2401
703-359-8973

HIPPY USA

Teachers College Columbia University
Box 113
525 West 120th Street
New York, NY 10027
212-678-3500
<www.c3pg.com/hippy.htm>

WHO'S DOING IT?

Business facilitating family involvement in schools . IBM is working with the Charlotte-Mecklenburg School District in North Carolina to help strengthen links between school and home. Through a special grant, a telecommunications network has been built within Charlotte's newest complex of four "break the mold schools" called the "Governor's Village." The network gives parents access to their children's teachers and schoolwork at night and on weekends, either from their home or by visiting community centers that are networked to their children's schools. Parents are able to receive information through the network about current classroom activities, homework assignments, and other ways to support children's learning, including a school calendar that provides additional information such as school events and lunch menus. Parents, teachers, students, and community mentors also can use the network's communication capabilities as the basis for collaboration, discussion, evaluation and publication of student projects.

MODERNIZE SCHOOL BUILDINGS & HELP SUPPORT SCHOOL CONSTRUCTION

As America moves into the 21st century, our schools should too. If our schools are in no shape for the future, our students won't be either. Yet, in many communities, schools are aging. Also, many communities across America are facing increasing student enrollments. Schools need to be modernized to be able to use technology, have updated laboratories and library, and be redesigned to be safer and appropriate for use after school and in the summer as a neighborhood learning center.

If your school needs to improve, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Renovation to facilitate the use of modern educational technologies including "wiring" classes to accommodate at least 5 computers hooked to the Internet.
- Yes ☐ No ☐ Renovation for classrooms equipped for distance learning.
- Yes ☐ No ☐ Construction of new facilities to accommodate enrollment growth.
- Yes ☐ No ☐ Renovation or construction to make it possible for schools to stay open later as community learning centers in the afternoons, weekends, and summers.
- Yes ☐ No ☐ Remodeling to create a school within a school, career academies, charter schools, or another more personalized school configuration.
- Yes ☐ No ☐ Renovation or construction to reduce the average number of students per teacher in any class.
- Yes ☐ No ☐ Renovation to ensure the health and safety of students (e.g., removal of environmental hazards, improvements in air quality, electrical systems, or plumbing).
- Yes ☐ No ☐ Remodeling to ensure the access of individuals with disabilities.
- Yes ☐ No ☐ Renovation to make school facilities more energy efficient.
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

Late in the summer, the U.S. Department of Education will launch a school construction clearinghouse that will provide districts, states, and interested parties with information on approaches to construction and on financing construction. Call 202-219-1655 for more information.

U.S. Department of Education technology funds also are available to get technology into the schools. The President's Technology Literacy Challenge Fund will make available \$2 billion over 5 years to help states and communities purchase computers, wire classrooms to the information superhighway, develop effective educational software, and train teachers to make effective use of educational technology. In FY 1997 Congress appropriated \$200 million for the Fund, and the President's budget proposal includes \$425 million for FY 1998.

On May 8, 1997, the Federal Communications Commission (FCC) Federal-State Joint Board on Universal Service passed the Telecommunications Act of 1996 giving schools deep discounts in access charges to the Internet and telecommunications services, including wiring school buildings for the Internet. Funding for this E-rate (education rate), up to \$2.25 billion a year, will be available by the beginning of the 1997 school year. Almost 70 percent of all schools will get at least a 50 percent discount on a wide range of telecommunications

services.

SOME SOURCES OF ASSISTANCE AND INFORMATION

The following publications may be useful to you in your efforts to learn more about the need for school construction:

Building Our Future: Making School Facilities Ready for the 21st Century. National Association of State Boards of Education. October 1996.

School Facilities: America's Schools Report Differing Conditions. General Accounting Office. June 1996.

The Council of Educational Facility Planners is an internationally recognized non-profit information agency that supports its members' professional efforts to create world class educational facilities. You may want to visit their international Web site at <<http://www.cefpi.cpm/cefpi/construction-re>> for more information.

WHO'S DOING IT?

Los Angeles Unified School District . The City of Los Angeles passed a bond election with a two-thirds vote to provide funding for local school construction in the Los Angeles Unified School District, the nation's second largest school system. The \$2.4 billion to fund school repair and construction initiatives is the largest local school bond issue ever passed. Projects commence immediately, with the air-conditioning of three San Fernando Valley campuses at the top of the list in time for summer programs at the schools. Plans are underway to repave playgrounds, replumb bathrooms, and paint inside and out at over 70 schools across the district in the first round of projects to be completed this summer. All 800 schools, as well as the local construction industry, stand to benefit greatly from the first bond issue to pass in Los Angeles since 1971.

DeKalb County, Georgia . The voters of DeKalb County, home of the largest school district in Georgia, voted in a penny school tax in March earmarked for a 5-year school construction and renovation plan. DeKalb Schools will pay off \$114 million in construction debt and use the remaining \$381 million to build much needed new schools and classrooms, renovate older schools, and bring cutting-edge technology into the classroom for the 3,000 new students entering the system each year.

The Lincoln Unified School District is a public institution in Stockton, California . The Lincoln High/West Campus is designed to serve 1,000 students. Through an extensive one year stakeholder visioning process involving educators, parents, students, and community members, the master plan for the new facility evolved into a working school and "farm" and an environmental research center. In addition to the 10 individual learning centers, each designed to accommodate 100 students, the 40-acre complex includes an environmental resources management center, a community conference center, an information technology center, a business center, a student lodge and administrative and operations centers. A remote self-sustaining environmental center will occupy a nearby 100-acre site. The architectural design also incorporates an innovative application of curriculum resources. The curriculum, themed on the building and landscape designs, will make these features accessible for educators and learners of all ages.



HELP CHILDREN GET OFF TO A STRONG AND HEALTHY START AND SEND THEM TO SCHOOL READY TO LEARN

A child's learning begins long before he or she goes to school. New scientific findings on brain development in very young children point to the importance of children's earliest experiences in helping them get off to a strong and healthy start to reach their full potential. Parents are the first and most important teachers of their children. Many community, religious, civic, education, and family groups are reaching out to families of young children to see how they can help.

If your community needs to improve, what actions are needed? Use the following checklist to make an assessment.

- Yes ☐ No ☐ Encourage parents to take their children for regular visits to the doctor and for immunizations.
- Yes ☐ No ☐ Encourage parents to read to their children, starting in the earliest years, and then to take them to the library to pick out their own books and attend special programs for young children there.
- Yes ☐ No ☐ Offer voluntary parent education courses, such as Parents as Teachers, HIPPY, and Family Literacy Programs that help parents develop language and preliteracy skills in their young children.
- Yes ☐ No ☐ Help pediatricians use periodic check-ups to "prescribe reading" and to model effective parenting techniques.
- Yes ☐ No ☐ Provide early childhood educators and child care providers with the time and opportunity for the on-going and sustained professional development needed to improve the quality of early childhood programs.
- Yes ☐ No ☐ Work to ensure that all child care centers in your area become accredited.
- Yes ☐ No ☐ Volunteer your time as a reading partner or as a parenting mentor, share your management expertise or other talent with an early childhood program, Head Start, or child care center, or be an advocate for the interests of young children in your community.
- Yes ☐ No ☐ Ensure early assistance for children with disabilities and developmental delays so they may receive the special services to which they are entitled in order to help them be ready for school.
- Yes ☐ No ☐ Support programs that help teen parents finish school and learn parenting skills.
- Yes ☐ No ☐ Other actions needed: _____

U.S. DEPARTMENT OF EDUCATION RESOURCES

As part of his America Reads Challenge Act, President Clinton is proposing to invest \$300 million over 5 years in Parents as First Teachers Challenge Grants to foster effective programs that provide assistance for parents interested in helping their children become successful readers by the end of 3rd grade (call 202-401-8888). The President is seeking significant increases for many programs with early childhood components, including a \$347 million increase for Title I, a \$6 million increase in Even Start family literacy programs, and a \$164 million increase in Special Education State Grants that would help children with disabilities. Districts receiving Title I support must reserve 1 percent of these funds for activities such as family literacy and parenting skills education (contact your state Department of Education or the U.S. Department of Education at 202-260-0826). A family-focused program, Even Start integrates early childhood education, adult literacy and basic skills instruction, and

parenting education (call 202-260-4021). Under the Individuals with Disabilities Act, states may serve eligible infants and toddlers, and they must provide special education services to eligible preschool-age children (call 202-205-5507). Funded by the Goals 2000: Educate America Act, 28 Parental Information and Resource Centers coordinate and highlight existing programs that support parents, such as Parents as Teachers and Home Instruction for Preschool Youngsters (see descriptions below). For more information, call 202-401-0039. The Women's Educational Equity Act supports programs that help pregnant and parenting teens remain in school and graduate while preparing their children for preschool (call 202-260-2670).

SOME SOURCES OF ASSISTANCE AND INFORMATION

The National PTA

330 North Wabash Avenue, Suite 2100
Chicago, IL 60611-3690
312-670-6782
<www.pta.org>

Administration on Children, Youth, and Families

U.S. Department of Health and Human Services
330 C Street, SW
Washington, DC 20204
<www.acf.hhs.gov>

National Head Start Association

1651 Prince Street
Alexandria, VA 22314
703-739-7564
<www.nhsa.org>

National Association for the Education of Young Children

1509 16th Street, NW
Washington, DC 20036
1-800-424-2460
<www.naeyc.org/naeyc>

WHERE CAN I GO FOR MORE INFORMATION?

For a free copy of the America Reads Challenge: READ★SET★READ early childhood learning kit or *Helping Your Child Get Ready for School*, please call the U.S. Department of Education at 1-800-USA-LEARN. These publications are also available at the Department's home page <www.ed.gov>.

You may want to learn more about the Head Start and Early Head Start programs, which provide a comprehensive model based on education, health, family involvement, and social services (consult ACYF, HHS, above for more information).

Launched in connection with the White House Conference on Early Childhood Development and with an ABC prime time special, the *I Am Your Child* Campaign is a grassroots public awareness and community mobilization effort (1010 Wisconsin Avenue NW, Suite 800, Washington, DC 20007, 202-338-4385, <www.iamyourchild.org>). The Families and Work Institute has published *Rethinking the Brain*, which discusses, in lay terms, recent research on early brain development and its implications for families and educators (Families and Work Institute, 330 Seventh Avenue, 14th Floor, New York, NY 10001, 212-465-2044, <www.familiesandworkinst.org>).

To find information on specific topics or to read the latest research, you can search the ERIC Clearinghouse on Elementary and Early Childhood Education, which also links to the National Parent Information Network, at <ericps.crc.uiuc.edu>. The World Bank's Early Childhood Development Web site is another great source at <www.worldbank.org/children>.

WHO'S DOING IT?

Missouri's Parents as Teachers (PAT) program. Launched in 1981, the PAT program has been replicated in 46 other states and in Washington, D.C. The program's goal is to enhance parents' ability to nurture and teach their children from birth through age 5. PAT provides home visits, group meetings for parents, regular monitoring of children's health and development, and referral to social services and other agencies when necessary. PAT children display significantly enhanced language, problem solving, and social development by age 3, and they score higher on standardized reading and math tests in early elementary grades. PAT parents are more confident in their parenting skills and more involved in their children's education. For more information, contact the Parents as Teachers National Center, 10176 Corporate Square Drive, Suite 230, St. Louis, MO 63132, 314-432-4330, <www.patnc.org>.

HIPPY (Home Instruction Program for Preschool Youngsters) . In the HIPPY program, which is designed to increase parents' self-esteem and to improve their children's cognitive abilities, a paraprofessional meets with parents of 4- and 5-year-olds to help them teach school readiness skills to their children. Parents also meet together for discussions of lesson topics and parenting issues. According to research, teachers rated HIPPY children as better adapted to the classroom and more likely to do well in school than non-HIPPY children. Currently, there are centers in 26 states and in Washington, DC, with 31 sites serving about 6,000 families in Arkansas alone. For more information, contact HIPPY, Teachers College, Columbia University, Box 113, 525 West 120th Street, New York, NY 10027, 212-678-3500, <www.c3pg.com/hippy.htm>.

Family Literacy . Started by the National Center for Family Literacy in 1991 and funded by the Toyota Motor Corporation, the Toyota Families for Learning Program is a comprehensive approach to family literacy that combines adult education, parenting education, early childhood education, and literacy development. Both parents and their preschool-age children attend school each day. Many of the parents are high school dropouts who are unemployed when they join the program. Parents participate in adult literacy training and parent support networks. In addition, time is set aside for structured parent-child interactions that demonstrate how playtime can be an opportunity for learning. Parents also help with the day-to-day operation of the school, which provides job training while setting the stage for long-term involvement in their children's schools. On assessments of early childhood development, the children show great progress, matching or exceeding national averages. Located in fifteen sites around the country, this family literacy program supports learning for both parents and children. For more information, contact the National Center for Family Literacy, 325 West Main Street, Waterfront Plaza, Suite 200, Louisville, KY 40202, 502-584-1133.

A PROPOSED CHECKLIST
FOR PRINCIPALS AND A SCHOOL TEAM
TO BEGIN PUTTING INTO ACTION
THE CALL TO ACTION

- ✓ Sign up partners:

- ✓ Actively connect with an improvement network:

- | | | | |
|--------------------------|--|--------------------------|-------|
| <input type="checkbox"/> | National Association of Elementary School Principals (NAESP) Basic Schools | <input type="checkbox"/> | _____ |
| | | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | National Association of Secondary School Principals (NASSP) Secondary Schools Alliance | <input type="checkbox"/> | _____ |
| | | <input type="checkbox"/> | _____ |
| <input type="checkbox"/> | New American Schools Corporation | | |

- ✓ Analyze your school's performance data on each of the 10 points in the Call to Action and assess how your school stacks up against these national standards of excellence.

✓ Share where your school stands on the 10 points with parents, teachers, community members, and business leaders and seek their advice and support to improve through:

- | | |
|--|--|
| <input type="checkbox"/> Evening forums | <input type="checkbox"/> Community surveys |
| <input type="checkbox"/> Teacher professional development | <input type="checkbox"/> Signing up business/community partner organizations |
| <input type="checkbox"/> Parent-teacher meetings | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> School improvement council meetings | _____ |

- ✓ Review and update your current school action plans (e.g., Title I improvement plans, action plans required by your district or state, accreditation requirements, etc.). Which ones will be updated?

- ✓ Connect with feeder schools and local colleges to maximize your success. Which ones?

<hr/>	<hr/>
<hr/>	<hr/>

How Will You Put Your Plan Into Action?

Step 1:

Step 2:

Step 3:

Step 4:

Step 5:

Notes:

Feel free to send your final checklist with a picture of your partners signing on to the Call to Action. FAX it to 202-205-9133 or mail it to:

Partnership for Family Involvement in Education
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-8173

SCHOOL NAME AND ADDRESS:

CONTACT PERSON: _____

TITLE: _____

PHONE: _____

FAX: _____

EMAIL: _____

By signing on to the Call to Action, you can join automatically the Partnership for Family Involvement in Education--a growing coalition of 2,700 schools, businesses, PTAs, religious organizations, and community groups.

Is your school a member of the Partnership for Family Involvement in Education?
_____Yes _____No

Would your school like to join the Partnership for Family Involvement in Education?
_____Yes _____No



How Are You Getting Involved?

TELL US ABOUT YOUR EVENT!

What is the title of your event?

Description of your event to promote family and community involvement in education:
(add additional sheets if necessary)

Date and time of event:

Are any officials/celebrities/VIPs participating? If so, who?

Your information please

Name (individual/school/organization/employer):

Contact person:

Mailing Address:

City:

State:

Zip
Code:

Telephone: ()

()

Fax: ()

()

Internet address:

Web site:

Please return completed form to:
America Goes Back to School
U.S. Department of Education
600 Independence Ave. SW, FB10B
Washington, DC 20202-8173
Fax: (202) 205-9133 E-mail: agbts@ed.gov



PARTNERSHIP
for Family
Involvement
in Education